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THE

MASSACHUSETTS TEACHER:

A JOURNAL OF

School and Home Education.

7552

VOLUME XXVI, 1873.

LIBRARY

THIRD SERIES, VOL. VIII.

BOSTON:
PUBLISHED BY ALFRED MUDGE & SON,
No. 34 School Street.
1873.

EDITOR:

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MONTHLY EDITORS:

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THE

MASSACHUSETTS TEACHER.

VOL. XXVI. JANUARY, 1873. No. 1.

IN assuming the responsibilities of Editor of the "Teacher," we can make no promises, except that of an earnest endeavor to do the best we can. With little experience as an editor, and that so long ago that most of the teachers of the present generation have been spared the trouble of reading the numbers that we edited, and with no special adaptation that we are aware of, our success must depend to a great extent on the monthly editors, who will hereafter furnish material, and be responsible for the first twenty pages of each number.

We hope that this will be borne in mind; and if every one who sees something wanting will make a note of it, and furnish a well-written article to supply the want, we think we shall not lack for matter to fill the prescribed number of pages. Another satisfaction will be to know that we have utilized grumbling, — a feat, we believe, for which no patent has yet been issued. Science and manipulative skill have done much in our day to confer value on what has been deemed worthless; but if our invention is successful, we think we may fairly claim to be not least among inventors. We hope soon to be able to exhibit a model of our invention, by which a grumbler is converted to a first-class contributor.

There are many questions in regard to education forcing themselves upon the community, on which legislative and town committees will be called to act, and which, if not discussed by those competent to speak wisely, will be by others. Thus, the relative claims of science and literature; a feasible method of making our schools more practical for the mass of scholars; the

course of study in the several grades; and improved methods of instruction, — are questions that excite an interest coextensive with education itself, and should be discussed, not only by theorists, but by practical teachers.

We therefore invite all who have definite ideas on these and kindred topics, to lay them before the teachers of the State in the columns of "The Massachusetts Teacher." Upon normal-school teachers, and those connected with the higher institutions, it becomes a claim.

Teachers whose school experience extends only over a period of five or ten years, have no adequate idea of the change which has been effected in the profession of teaching since the establishment of "The Massachusetts Teacher"; and it is in great part due to this journal, and to the State Association, that this change has been effected. There are a few of us who remember the meetings of the county associations, thirty odd years ago; but there are not many of us who ever spoke at those meetings. The lectures were given and the discussions were carried on almost exclusively by clergymen. There was a Journal of Education published in the State, and an excellent one it was; but few of the articles were contributed by public-school teachers.

It was a kind of "declaration of independence" when the State Association was formed, limiting membership to practical teachers, and establishing a journal which was to be the organ of the Association.

Acting as one of the monthly editors for a couple of years, we have no hesitation in saying that the preparation for those numbers required more reading and writing on educational topics than we had ever done before; and we doubt not many other teachers of the State who performed the same duty derived equal benefit from it. Nor are we willing to admit that "The Massachusetts Teacher" has been a failure as an educational journal. On the contrary, we think it has been a credit to its contributors and editors, and never more so than during the past year. If it has not proved a financial success, it is because many who have received substantial benefit from it, in increased salaries, and a higher estimate of their labors, have failed to contribute to its support.

We have heard it said that the "Teacher" does not compare favorably, in interest, with the popular miscellaneous magazines. We are inclined to think this is true. But what of it? *Their* professed object is entertainment *This* is a professional journal, and should be compared, if at all, with those of its kind. How many persons — doctors, lawyers, or others — take the "Medical and Surgical Journal" or the "Law Reporter" for light reading?

This being our estimate of the character of the "Teacher" as an educational journal, and of the important services rendered by it in the past, we ask and claim the co-operation of all who now occupy more honorable and lucrative positions than they would have done but for "The Massachusetts Teacher." Renewing our promise at the beginning to do the best we can, we heartily wish all the teachers of the State a "Happy New Year," reminding them, from the stand-point of an "old public functionary," that the taking of "The Massachusetts Teacher," and contributing to it, will be a pleasant thing to look back upon at the end of the year.

LATIN AS A MEANS OF POPULAR EDUCATION.

[Read before the Massachusetts Teachers' Association, at Worcester, December 27, 1872, by F. A. Hill, Chelsea.]

POPULAR education ends with the high school. It is desirable to know, as a practical question involved in our topic, whether all there shall study Latin; whether, in fact, Latin is so precious that a common-school education without it must be distorted and inharmonious. No one pronounces the language barren soil. To him that tills, it bears fruit. That fruit has value. But here ugly questions press for answer. What *is* that value? How far is it intrinsic, how far traditional? Is that worth indiscriminately great to all, or is it variable, depending on taste, mental fitness, the time at disposal, the business of life proposed? Are there not other values in this prolific world, and is this relatively greater or less?

The reverence for Latin in our systems of education is due to conditions most of which no longer exist. Wherever in Europe

Roman arms triumphed, there Roman laws, arts, literature, flourished. Latin was the universal language. The learned used it with a measure of purity; the people spoke it in a careless, s ipshod way. Scholars despised what they called the bad Latin of the people, the vulgar *patois* that varied with country. Hence, the Roman tongues, the outgrowth of such corruption, long existed without a literature. As for English, it was taking shape with peasant and swine-herd, while Latin-French was assuming consequence in the courtly circles of their Norman masters.

Here, too, is a thought I cannot elaborate. Greece influenced Rome, owing a debt to Arabia for the volume of that influence, and Rome influenced the world. How was it done? The poets, philosophers, statesmen of Rome drank at Grecian fountains, communed with Grecian presences. Moulded thus, they naturally left Grecian imprints upon their language and works. Now, while Latin has always been prized since the Roman conquests, Greek has, at times, been wholly neglected. Even in its palmiest days, in what have been called Greek revivals, I do not understand that it ever received the attention devoted to its rival sister. Yet it is claimed, and with justice, that students of Latin for centuries, in relative or absolute ignorance of Greek,—"a language," says Professor Whitney, "possessing a higher intrinsic character and an infinitely superior cultivation,"—have notwithstanding felt the ennobling influences of the enlightened people that spoke it.

Consider, then, how weighty the reasons were for the overshadowing influence of Latin. It contained all learning, or was supposed to. It held the riches of two civilizations. It was not national, but international. The languages of the people were corruptions to which no scholar would dream of looking for thought, much less of making them repositories of his own. The tongues that were not Romance were in their infancy. As literary languages, they are not now old, and owe their very existence to that boldness which broke the shackles of classical régime, or that fortune which never wore them. Latin or ignorance was the alternative. The would-be scholar had positively no choice. No wonder the language was revered. No wonder institutions for its study multiplied. Rich in the hoarded treasures of the

past, it was richer in promises for the future. Had it not survived the times that gave it birth and beauty? Was it not the one thing strong, constant, unsubdued, while all else was uncertain, shifting, going to wreck and decay?

But Mandeville, translating the Latin of his travels into French for society and into English for the people, — German monks, composing in Latin and preaching in the vernacular, — Wycliffe giving us the English Bible, and Luther the German, — these were events ominous of the mighty changes that have since taken place. No longer is there one language for the scholar, another for the people. Knowledge has burst its Latin barriers as anciently it did its Grecian. The influences of culture are too subtle to be confined. The spirit of beauty may tarry awhile, but cannot be chained. English and German have become classical, while the Romance tongues, like rare flowers, bloom more luxuriantly from the richness of their Latin mould. "Truly," as Taine says, "the masses form the race in the end, and generally the genius and language."

I do not dispute the power of Greece or Rome; direct it aright, it is legitimate, ennobling, mighty. I only claim that in fact it does not, and in the nature of the case it cannot, come to us in a single groove. It descends to us through many avenues, and one is nearer home than all the others, a shorter cut, less toilsome and more inviting, even our own rich language. Let the scholars of all times and lands whom taste and leisure prompt, visit those kingdoms of culture, be they never so far, but don't force the multitude there. Let the pilgrimage be one of love, not of necessity. Greater hope will there then be of returning from those delighful realms with treasures for the people, who, isolated in language, have yet abundant reasons for rejoicing that they are isolated in little else.

Another reason for paying less homage to Latin in a system of *popular* education, may be found in the extension of the bounds of knowledge. Ancient philosophy tolerated a system that was very unfruitful, save in words. Hasty in the assumption of premises, but rigid in the application of logic, verbal structures of vast proportions rose of necessity; or, as Carlyle strongly puts it, "Scholars swam in the boundless, bottomless,

vortices of logic." Language flourished. With the adoption of the inductive method, first the facts and then the law, progress, slow during the accumulation of data, at length became wonderfully rapid. Now, we cannot keep pace with it. The alumnus of twenty years belongs to an old school. How the topics multiply, — topics, too, that must be conquered, or we go blundering through life, — topics whose right study will promote human happiness in countless ways, and stimulate the soul with new revelations of the infinite order and beauty it delights to behold!

In the first New-England schools, not one of the so-called sciences was taught. To-day optics alone demands the time all science was wont to receive a generation ago. Who that listened to Professor Tyndall recently in Boston, was not impressed at the marvellous progress that had been made in the study of light? Yet who did not feel that, after all, the explorers of light had wandered only on the shores of truth's infinite ocean, and gathered there a few more of the pebbles the rapt Newton had passed unnoticed before them?

The hiding-place of that latent heat that used to perplex us has been discovered, and from it issues a long train of revelations, passing even now.

What cannot electricity do, from ringing our door-bells to rivalling the glories of the sunset? Even the boys gather around our railroad signals, and wonder, as they hear the electric gong, or see the danger sign, what mystery it is that stands guard over the travelling public.

Chemistry, too, is so intimately connected with the food we eat and the air we breathe, the ills we suffer and the remedies we apply, our work by day and our sleep by night; it gives us so deep an insight into the system and beauty of nature, that he who is ignorant of its leading facts and principles is excluded not only from one of the most useful, but one of the most delightful fields of knowledge.

The scientific spirit is successfully invading the old, contested regions of the mind; it is making conquests along the borders of the spiritual. This spirit is affecting our notions of creation; of man, his origin, antiquity, language, growth. It questions our understanding. Our hearts quiver. Is science irreverent?

It has changed our views of Genesis. Shall we change them again at its bidding? Has it anything to say of faith, immortality, and things eternal? Can true science and true religion contend? If not, then which is in the wrong to-day? If we believe the conclusions of science, ought not our belief to be intelligent? If we disbelieve, ought we not still to know our enemy in self-defence? Friend or foe, science is mighty. Its spirit stamps the times. Ignorant of it, we might as well be out of the world. The stickler for antiquity in these times is the veriest hermit.

Pervading these and other sciences, uniting all in indissoluble bonds, is the crowning principle, the correlation of forces, the grandest scientific conception of all time. It can no more be grasped in its fulness than the universe it concerns. I conceive that they who are most familiar with it feel, as they see it reaching far out beyond their mental vision, as the susceptible soul does when it peers into the blue of heaven, and wonders what lies beyond the stars. The farther we enter the laboratory of nature, the vaster and more labyrinthine it becomes. Choose some one of its infinite paths to thread, and we go not far before we see it branching in infinite avenues more.

The exhibit of to-day is better than a generation ago, yet the masses end their schooling in the grammar classes, ignorant, except in our best schools, of even the alphabet of science. Our high schools are better off. Still, many of them pay too little attention to science and English classics, while they cling tenaciously to the exploded notion of *requiring Latin of all.* In these schools, science fills approximately one sixth of the course of study; mathematics, one sixth; history, one sixth; French, one sixth; Latin, one third: foreign tongues, therefore, one half; and English, the language we must use to the day of our death, the language of Shakespeare and Milton, one twelfth! Banish from this course all but Latin and mathematics, substitute Greek, and you see, in substance, what influences have come down from the colleges above us.

But the colleges are modifying their programmes. The spell of the Middle Ages thoroughly broken, we may hope to have our preparatory course richer in English classics and not quite so

barren of science. The drift of the times is clearly towards a broader culture. Individuality is recognized more. In our best high schools, it has some choice; in our best colleges, more. In the former, Greek has always been optional, while Latin is fast becoming so. In the latter, Greek and Latin, studied for a time, at length become electives. Thus the student of science has greater latitude, while the lover of Latin and Greek, parting with his forced company, may reasonably hope to attain some of the higher benefits of classical study, which the late Dr. Taylor confesses are seldom enjoyed in this country. Indeed, to insist on a course of study for the high school that shall be up with the times in the variety and richness of its topics, while it ignores individuality, would be rash in the extreme. If such a course did not injure the scholar, it speedily would his scholarship. The more numerous the topics, the less deep, prolonged, and critical the study. To secure sound scholarship while retaining the liberal programme, something must go to the wall. Hence, the option of progressive high schools. It should, however, be wisely confined to debatable ground, — a happy mean between the no-system of some schools and the straight-jacket system of others. There is a growing feeling, too, that Latin grammar, being an after-thought in origin, had better, in many of its details, be an after-thought now; that, when taste, fitness, and plans for life determine the choice of Latin, its worth may be extracted with less time and expense, and thus additional room be cleared for important studies.

Charge the times that demand these changes with being utilitarian, if you please. Whatever may be thought of the philosophy of Herbert Spencer, his honesty and manliness are admirable when he says the utilitarian spirit ought to be prominent until self-preservation is secured, the employments of life intelligently pursued, the family properly managed, and the state placed on its best foundation; until, in fact, comfort is assured, and leisure is at hand for the higher education of the taste. It is this spirit, he says, that makes possible and favors the refinements of art. Utilitarian it may be in a measure, yet I believe it capable of rising above the bread-and-butter question, contemptuously so called, — but which, notwithstanding, we must all settle first,— to

those sacred heights where, when questioned why it worships the true, the beautiful, and the good, its noble answer will be, Because of their truth, their beauty, and their goodness.

A few special considerations. It is claimed that the study of Latin is excellent discipline. Discipline includes habits of memory, attention, judgment; a certain facility in handling one's self in life's emergencies. It is a sort of interior force that helps one push steadily, methodically, irresistibly, and even sublimely to his goal in life. Well, Latin trains the memory. Admitted, but science does the same, and for the young far more pleasurably. Sanscrit, or any other language, dead or living, is as much entitled to this argument as Latin. It is a question, too, whether the memory is not overtaxed already, or rather, whether it is not illogically taxed. It is what we comprehend, what we see the bearings of, what thrills us with pleasure, the victories of toil, that we best remember.

Latin trains the attention. True, and so does science; so does English literature; so does Hebrew or any topic that costs study; and the advantage is emphatically with those topics that will engage the attention most through life. Attention to words gives facility in determining their relations. Attention to the phenomena of nature gives facility in passing judgment upon them. Attention in either case implies the ability to concentrate one's mental energy, an ability of transcendent value, and yet there is an important sense in which these two kinds of attention are not interchangeable. Reflection is different from observation. There may be good habits of one and bad habits of the other, and yet both are modes of attention, — the former to what one thinks, feels, and wills; the latter to external things. Frankly admit, then, that Latin trains the attention, and admirably too. Still it is not an attention trained to the myriad phenomena of life, right views of which are essential to decent, to say nothing of happy living. It is rather trained to the details of a language. Now all should be trained in observing nature, because nature, for weal or for woe, must be our inseparable companion. For certain professions, for an extended classical training, for the study of the Romance tongues, in short, for special purposes, the trained attention that comes from the study of Latin is valu-

able. But these are spheres of work for the few, not for the many. The toilers therein should work from love, not perforce. Even here, Greek, German, English, other tongues, compete to train the attention so highly prized.

Latin trains the judgment. True, and so do science and English literature the same, with this difference in favor of the latter, that the judgment has a broader sphere for its exercise. What is judgment? The faculty of forming correct opinions, arriving at just conclusions. What is its work in Latin? It is mainly busied with the relations of words and the expression of ideas, and those not one's own. What is it swork in science? Substantially the same as in life, — too varied and complex for adequate description. One principle, the secret of our 19th-century progress, is settled. Lord Bacon caught glimpses of it, and became famous. It is this: to judge without data is rash, unprofitable, dangerous. To judge wisely, one must have facts, and be trained to use them. Observation, experiment, the greatest care, the wisest discrimination, are needed to guide the impetuous mind. The start made, the course and destiny of thought are determined. Latin trains the judgment, but the facts of Latin are not those the judgment needs and uses in the principal situations of life. Hence, one may judge wisely within the classics and unwisely without; for proof of which consider the vagaries of alchemy and astrology, the superstitions, the metaphysical nonsense, against which classical training afforded no protection. We talk at times too thoughtlessly of training the judgment in the study of Latin, as though training in one direction, however valuable, was training in all, however numerous. Faraday said that "no intellectual fault was more common than deficiency of judgment," and ascribed it to a lack of scientific culture. Herbert Spencer says that "no acquaintance with the meanings of words can give the power of forming correct inferences respecting causes and effects." This is true, at least, until the study of words becomes a science that deals with many tongues. The philologist, I have always supposed, infers causes and effects from the plastic nature of words. Latin aids him, no doubt, in common with other languages, although the prosperity of his science dates from the discovery of the wealth of Sanscrit.

Yet Professors Müller and Whitney hope it will not be presumed that they can either write or read, much less speak, the majority of the languages about which they so wisely and elegantly discourse. The common-sense view is this, that whatever excellence there may be in the training of the judgment which Latin affords, this excellence is conspicuous in life only when facts are to be dealt with kindred to those of the study in which the training was obtained.

Latin helps us in English grammar. Well, we need help badly enough, and doubtless get some. But does not this argument look rather grim, when we consider that the English language became strong, and developed a literature without the aid of grammarians; that English grammar was an after-thought, modelled in nomenclature and rules after Latin grammar, but having little else in common with it? Does not it admit that there is less sense in our technical English grammar than in Latin, or that our mode of teaching English is defective, or that something is "rotten in Denmark," when we resort to a dead language to help us in a living one, and that our mother-tongue? The simple fact is, that if the faithful teacher compares English usages with Latin, pointing out the few agreements and the numerous differences, the pupil's knowledge of English grammar is incidentally improved, and might be in the study of any foreign tongue. But this incidental help does not alter the fact that the straightforward, face-to-face way of studying English is the most profitable as well as the most economical. How much of the help which Latin is supposed to render English grammar may be due, after all, to the greater maturity of the pupil, when he enters upon Latin, I will not attempt to discuss.

Latin unlocks the meaning of many English words that come from it. But when we add words to our vocabulary, we are guided by usage first, and investigate hidden meanings afterwards. It is a pleasurable surprise, after using a word a score of years, to peep into it and see how admirably its inner sense justifies its use. A moment's reflection fourteen years ago might have revealed to me the inner sense of the word *discreet*. I did not indulge that reflection, however, until a few days ago. I appeal to every classical student, if he does not use hundreds of words to whose inner chambers he has the key, but has never used it?

It is pleasant to unlock these words; but that a course of study in Latin, however profitable, is essential to a correct use of them, I deny. If essential, a knowledge of Greek and Anglo-Saxon is essential too. If essential, it is a waste of time to use any of the numerous works that treat of word-analysis. If essential, our dictionaries and books of synonymes lose in value. If essential, we have unsolved problems in a host of able men who have written in innocence of Latin.

The technical terms of science and philosophy are furnished by Latin. Yes, and by Greek also. But who most urge the diminished prominence of Latin in our common schools? Scientific men themselves.

Translation of Latin is an excellent exercise in English composition, it is urged. Well, a good idea ought to be dressed well, and he who carefully makes garments becomes a good tailor in time. The tendency of Latin to latinize our English must not be forgotten. If we counteract this tendency and secure idiomatic English, it is because we give sound instruction in the English language, to which instruction as much as to Latin belongs the credit. After all, is it not more reasonable, if we seek to learn pure English idiom, to go where it is rather than where it is not? Of the time devoted to translation, only a small fraction falls to composition. Whatever value we attach to this composition, it must be borne in mind that mere imitation does not ensure excellence. One cannot become a Milton by simply studying Milton. The body, and not the raiment, is the essence of good writing. There is little worth unless one has something to say. Now, independent thought is the lack of our schools. Pupils have faith in books, less in themselves. Something must be done to diminish this unbounded reverence for authority, and to awaken the trains of thought, so that in theme and recitation pupils will dare to say their souls are their own. The thoughts, once in possession, may then be dressed, a process which their comeliness very much simplifies.

Latin furnishes its pupils with models in the graces of diction and style. Nevertheless, the hard fact is, that the presences most familiar to our young people are not these, but interminable paradigms. They are so absorbed in the details of construction that only a few ascend to the plane where grace and beauty and

strength have their abode. English, I claim, is equally rich in models that are not so toilsomely approached. They are, therefore, in those cases in which pupils can attend school only one or two years, more keenly enjoyed and more potent for culture. In brief, fifty per cent, often more and seldom less, of those who enter the high school where Latin is compulsory, do not study it long enough to realize its chief advantages. Enlarging on the beauties of the classics to pupils in their accidence, is too often like showing the glories of the morning to a blind man. In the study of the English classics, pupils often abandon the trash literature that competed with Latin for their time.

Upon these and kindred views I base my creed. I believe in a happier blending of scientific with classical training, increasing the former and modifying the latter. I have implicit faith in the genius of the English language, and its eminent fitness for the highest culture, and would, therefore, prescribe its masterpieces for the study of all. A lover of Latin, I yet find nothing inconsistent with that love in my conviction that its praises have been too extravagantly sung. I would not so overestimate it as to make its study compulsory in the high school, neither would I so undervalue it as to banish it from the course. I simply plead for that option which, as a student, I never enjoyed, and which, as a teacher, I have seldom been permitted to grant.

STORIES.

THERE are two questions that have been posers for the learned world for centuries, — where stories came from, and where pins go to. The latter question has at last been solved by some anonymous genius. After a domestic or fashionable life of greater or less length, he assures us that, bent with age, and disappointed by the obstacles they have had to encounter, they return to dust, and become terra-pins.

This theory, according, as it does, with every day's experience, and no other plausible theory seeming possible, is not likely to be controverted, and we may take it as final.

But the origin of stories is still waiting for a discoverer, no navigator of the Dead Sea of the past having as yet been able to

reach it. Thus the stories of Petrarch, Boccaccio, Dante, Chaucer, and the plots of Shakespeare's plays and of Milton's great epic, are traced by commentators and antiquarians till they are lost in the Milesian fables of a remote antiquity. This takes us back, according to the veracious legendary history of Ireland (about whose modern history Froude and Father Burke cannot exactly agree), some 1,300 years before the Christian era, when that rather imaginative king, Milesius, reigned in Spain, and became the founder of a new school in architecture, known in France as "castles in Spain," in England and America as "air castles," — an order which has not been entirely superseded to the present day.

Still, the question returns, Where did those fables come from? We may suppose they were found, covered with dust, in the archives of some of the aforesaid "air castles." All right, so far. But how came they there? Echo answers, how?

Now we have a theory, or hypothesis rather, to propose, which may be taken for what it is worth, and adopted or rejected without offence by any one interested in this investigation. We are confident, at any rate, that it will not be found of less value than many a learned speculation that we wot of.

It is this: that they all originated in the nursery, constituting the very elements of all subsequent mental training. It is not to be supposed that all the stories that have started in the nursery have come down to us. The Darwinian theory of natural selection and development has undoubtedly been operative here. Many, no doubt, have died, after an ephemeral existence in some quiet home, — having served the single purpose of keeping a child still long enough for him to drop asleep. Being destitute of the essential characteristics of a good story, they have died from mere inanition. Others have lived, but have never been developed by the hand of genius. Others, still, though but slightly developed, have been made classic by Mother Goose, the child's Shakespeare. Thus, —

"Jack and Jill
Went up the hill
To draw a pail of water;
Jack fell down
And broke his crown,
And Jill came tumbling after."

Now here we have a story full of interest to children, because it is the record of an attempt to do an important act ; something that they have seen performed by the older members of the family; and they, too, are looking forward to the time when they shall be able to render the same manly service. The most striking characteristic of childhood is an innate desire to be a man. Then the tragical end of the ambitious juveniles gratifies the love of the dramatic element inherent in our nature. Nor is it destitute of a moral. They might have done light chores about house, or on level ground ; but the ambition that took the little toddlers "up the hill," with the expectation of getting down safely with a pail of water, requiring so much steadiness of nerve to prevent slopping, or some worse disaster, unfortunately led them to attempt an act of rashness, which was only expiated by a broken crown for Jack, and a subsequent and perhaps consequent tumble for Jill, — a solemn warning to all young ladies and gentlemen in pantalettes to curb their ambition.

The interest manifested in stories by persons of all ages is a striking illustration of the fact that "Men are but children of a larger growth," and it is fully justified by the part they have ever played in the literature of all nations. They have been the world's educators. Coleridge says that Boccaccio's novels did more than any other one agency to aid and hasten the revival of learning in Europe.

They are the material in which genius works. Witness the works of the writers already mentioned, — Shakespeare, Milton, etc. What are they but the old stories which had become public property, enlarged, beautified, and told better than ever before? Even the learned brothers Grimm did not think it beneath them to collect the German Popular Tales and Household Stories, as fresh material for the moulding hand of genius, — for the painter, the poet, the dramatist, and the novelist. Is it not possible that they may be made to play a more important part in our system of popular education?

Goldsmith's schoolmaster, we are told by his biographer, was an old soldier, who amused his pupils with stories when he should have been teaching them arithmetic. We would by no means object to a reasonable amount of mathematics, but we cannot

help thinking that the interest and mental activity awakened by the stories of the old soldier, who

> "Wept o'er his wounds, or tales of sorrow done,
> Shouldered his crutch, and showed how fields were won,"

were, at least, of equal educational value.

We think a teacher who will read or tell one good story to his pupils daily, and get them to write it as an exercise, will not be troubled much with truancy, and will do something to give his pupils the ability to express their thoughts on paper.

ORDER AND RULES FOR INTELLECTUAL CULTURE.

[From Porter's Human Intellect.]

THE consideration of the development and growth of the intellect furnishes the only true principles by which to regulate the culture of the intellect, and to arrange the order in which the different branches of knowledge should be studied.

The studies which should be first pursued are those which require and discipline the powers of observation and acquisition, and which involve imagination and memory, in contrast with those which demand severe efforts and trained habits of thought. Inasmuch, also, as material objects are apprehended and mastered in early life with far greater ease and success than the acts and states of the spirit, objective and material studies should have almost the exclusive precedence. The capacity of exact and discriminating perception, and of clear and retentive memory, should be developed as largely as possible. The imagination, in all its forms, should be directed and elevated, — we do not say stimulated, because, in the case of most children, its activity is never-tiring, whether they be at study, work, or play.

We do not say, cultivate perception, memory, and fancy, to the exclusion or repression of thought, for this is impossible. These powers, if exercised by human beings, must be interpenetrated by thought. If wisely cultivated by studies properly arranged, hey will necessarily involve discrimination, comparison, and ex-

planation. To teach pure observation, or the mastery of objects or words, without classification and interpretation, is to be ignorant even to simple stupidity. But, on the other hand, to stimulate the thought-processes to unnatural and prematurely painful efforts, is to do violence to the laws which nature has written in the constitution of the intellect. Even thought and reflection teach us that, before the processes of thought can be applied materials must be gathered in large abundance; and to provide for these, Nature has made acquisition and memory easy and spontaneous for childhood, and reasoning and science difficult and unnatural.

The study of language should be prosecuted in childhood, as it is, in fact, in the acquisition of the mother-tongue. In the acquisition of other languages the methods by which the vernacular is learned should be followed as far as is possible. Grammar, so far as it is required, should be simple, plain, and practical. Its theories should be kept in the background, its terminology and principles should be the reverse of the abstract. The contrasts and comparisons involved between the strange and the familiar, will stimulate and guide to the first beginnings of reflective grammar. The memory for words should be exercised and stimulated Choice tales, poems, narrative and lyric, should be learned for recitation. Natural history in all its branches, as contrasted with the sciences of nature or scientific physics, should be mastered with the objects before the eye, — flowers, minerals, shells, birds, and beasts. These studies should all be mastered in the spring-time of life, when the tastes are simple, the heart is fresh and the eye is sharp and clear. The facts of history and geography should be fixed by repetition and stored away in order.

But science of every kind, whether of language, of nature, of the soul, or of God, *as science*, should not be prematurely taught. For the consequence is, either disgust and hostility to all study on the one hand, or, on the other, superficial thinking, presumptuous conceit, and, worst of all, sated curiosity.

The law of intellectual progress involves effort and discipline severely imposed and constantly maintained, but the effort and discipline should follow the guidance of nature.

READING.

PUPILS should never be called on to read words that convey no idea to them.

The habit of reading what is not understood, of using "words and sounds without ideas," invariably results in a monotonous, expressionless style, in which the reader neither conveys nor receives the meaning of the author. When this habit is once formed, as stated by Mr. Leach, superintendent of the Providence schools, "it is an exceedingly difficult task, and one that requires great skill in a teacher, so to change and modify early habits that words and expressions should always suggest vividly to the mind thoughts and ideas."

Does not this settle the question as to the propriety of teaching pupils to spell long lists of words in which they have no interest, because they are merely "sounds without ideas"? The fact that it gives a facility in reading, or calling words at sight, — for it is in no sense reading, — may be admitted. But that is just what we don't want. It is time enough for the pupil to be able to call the word, when it conveys to him some idea. He may not be able to define it. He may have, in fact, a very imperfect idea of its meaning. Still it conveys an idea which is correct as far as it goes, though, perhaps, inadequate. We recollect a remark of E. P. Whipple, in a notice of Roget's Thesaurus, edited by Dr. B. Sears. It was this, in substance: A man has no right to a word till he has the idea which the word expresses. He therefore regarded the book as uncalled for, believing that the vocabulary should be extended only so far as the knowledge and mental development required new words for adequate expression. If it should be objected that this is too slow a process, we would ask the objector to write down all the words a child of average intelligence picks up and uses from the age of two to twelve. We think he will be surprised at the extent of the juvenile vocabulary which has been acquired, not from the dictionary or spelling-book, but from the use of words by his seniors. His first idea of the meaning of a word may be crude; but, as he hears it in different connections, he will gradually eliminate what is accidental and recognize the essential marks.

This is a process that is constantly going on in the young

mind, and if teachers will strive to gratify the innate desire *to know*, so strong and sometimes so troublesome in children, we think the words and their uses will be "picked up" by their pupils, without much direct instruction.

Children should be taught to read well by never allowing them to read badly; and we are not sure that the reading in our best primary schools is not better than that of our grammar and high schools. If so, it is, perhaps, because the selections in the primers and first reading-books are better adapted to the children who use them than our first class books, which are commonly good specimens of English literature, but of no particular interest to, even if understood by, the pupils who read them.

Let the pupil be well trained in vocal exercises and articulation, — and then, selecting something adapted to his age and capacity, get him to bring out the thought and spirit of the piece as vividly as possible, and the skill of the teacher will not be tasked to "change and modify the early habits" of using words and sounds without ideas.

METHODS OF TEACHING.

A WOMAN is endowed with a nature pitched on the key of childhood. She may contain all the science, all the method of libraries and the schools; but everything that goes into her soul becomes vital, living power, and when she comes to her class she seems to the children a sort of glorified child, — one among them and yet above them, — as they imagine the children that have died and gone to a higher world. The moment her soul touches her class, all the doors of all her treasure-houses of wisdom, experience, knowledge, fly open. She communicates knowledge as naturally as she speaks. She awakens the faculty in every child to see what is in her mind. She says and does a thousand wise and beautiful things half conscious of what she does, and when she closes her lesson every receptive scholar has made one step forward towards mature life, — a step it cannot lose through eternity. We stand before this wonderful spectacle and write out a rough chart of the ways by which she does this work, *i. e.* such of them as we are able to discover. This chart we call the "science of instruction." — *A. D. Mayo, in The "National Teacher."*

THE TWENTY-EIGHTH ANNUAL MEETING OF THE MASSACHUSETTS TEACHERS' ASSOCIATION AT WORCESTER.

THE meeting of the directors was announced upon the programme to be held in the High school building at 3 o'clock, P. M., on Thursday, Dec. 26, 1872. The Association was notified to be ready for business at 7 P. M., and Rev. A. A. Miner, D. D., president of Tufts College, was to give the introductory lecture at 7.30. "Probabilities," however, were not propitious. The president of the Association, and the president of the college, for once found their habits of punctuality, confirmed by life-long practice, unequal to the emergency. The most uncompromising storm of the season had blocked the railroads and reduced railroad speed to about three or four miles an hour, for considerable distances at least. Some who had counted on reaching Worcester from Springfield soon after 3 o'clock, were unable to leave the latter city earlier than 4.30, and arrived at Worcester about 10.30. Quite large delegations leaving Boston at 1.30 and 3 P. M., did not reach Worcester until near midnight. This unforeseen delay not only rendered the afternoon and evening sessions impracticable, but, according to the profound observations of a venerable professor from Charlestown, produced some noticeable chemical transformations. He remarked, of the company to which he belonged: "When we started we were lads of different mettle, but before we got here we were all blocked-in (block-tin)."

Friday morning, soon after 9 o'clock, although the storm had not ceased, about seventy-five earnest teachers had gathered at the High school-house. The meeting was called to order by the president, Rev. Charles Hammond, of Monson. Prayer was offered by Rev. M. C. Stebbins, of Springfield. In behalf of the mayor of the city, who was necessarily absent, Mr. A. P. Marble, superintendent of the Worcester schools, welcomed the Association He alluded to the fact that Worcester was the birthplace of the Association, and that seven of the twenty-seven annual meetings had been held there. He thought it desirable that the meetings should be held in different parts of the State. Appropriate reference was made to the new and spacious High school-house in which the teachers were gathered, the Normal school building, in process of erection, and the Technical school, which has already earned an excellent reputation.

The president made a brief and pertinent response to these words of welcome, and then proceeded with a more formal address. In commencing, he said, our present annual meeting occurs, fellow-teachers, under circumstances very different from those of former years. Our last meeting in this city, ten years ago, was held during the long days of the summer vacation. Since then, with one or two exceptions, we have assembled at Boston, in the month of October. This year we meet for the first time during the Christmas holidays, the shortest days, and the most stormy of the winter. May we not

hope that in meeting once more, after a somewhat longer interval than usual, we may find both pleasure and profit in blending the duties of the occasion with the greetings of the season.

Allusion was made to the convention of teachers, from all parts of the State, which was held at Brimley Hall, in Worcester, on the 24th of Nov., 1845, in response to the invitation of the Essex County Teachers' Association. This convention resulted in the organization of the Massachusetts State Teachers' Association, with Oliver Carlton, of Salem, as first president.

Of the honored and efficient founders who have passed away, there were mentioned Thomas Sherwin, "*clarum venerabile nomen*," Abram Andrews, P. H. Sweetser, Benjamin Greenleaf, John B. Fairfield, Barnum Field, Edward Jocelyn, David B. Tower, Levi Reed, Charles E. Valentine, George Allen, Jr., Nathan Merrill, Samuel W. King, Peter McIntosh, Gideon F. Thayer, J. M. Lassell, Cyrus Pierce, Nelson Wheeler, P. W. Bartlett, and William D. Swan.

Of the eighty-five teachers who joined the Association at first, the following are still connected with the schools then under their charge, viz.: George B. Hyde of Boston, Josiah H. Stearns of Boston, Joshua Bates of Boston, Daniel Mansfield of Cambridge, Charles Hammond of Monson, and Rev. J. P. Cowles of Ipswich. Of Mr. Cowles, one of the best teachers and ripest scholars, it may be said that his natural force is not abated. He still hears recitations in the classics, illuminated by "the inward light" of a clear and faithful memory, "though orbs in dim suffusion veiled put forth no visual beams."

Of the original influential members was Eldridge Smith, then master of the High school at Worcester, now master of the High school at Dorchester. Ariel Parish of Springfield, Wm. H. Wells of Andover, Charles Northend of Salem, Samuel S. Green of Boston, Eben S. Stearns of Newburyport, and Lucius Lyon of Shelburne Falls, are still in active service as teachers or superintendents in other States.

At the time this Association was formed, the American Institute of Instruction had been in existence fifteen years; yet some of its most efficient members heartily co-operated in the formation of the new organization, not that it might supersede the old, but that, by working in a different sphere, it might give a new impulse to the cause of popular education.

As a brief statement of the distinctive purposes of the American Institute and the State Association, Mr. Hammond said, the leading designs of the former was to promote the cause of education by the diffusion of useful knowledge relating thereto, while the leading design of the latter was the improvement of teachers.

The history of the American Institute, by Hon. Geo. B. Emerson, published in 1848, while he was its president, shows that many of the leading minds of the land were interested in the design of the Institute who were not practical teachers themselves.

This interest among men of culture, and of the highest social position, may be traced to the influence of a few pioneers of educational reform, who, pre-

vious to 1830, had labored isolated and single-handed. Among these we may mention Denison Olmstead, Thomas H. Gallaudet, J. G. Carter, Josiah Holbrook, Wm. C. Trowbridge, and Wm. Russell, and, in his specialty, Lowell Mason.

When, however, hundreds of men from eleven different States met in Boston in 1830 to found the American Institute, those who had labored alone had the advantage of publicly recognized sympathizers and coadjutors in their great work. The popular confidence was soon given to a cause, when an organization was formed in its behalf with Francis Wayland as its president, with Heman Humphrey and James Walker and C. C. Felton and Edward Everett as its advocates.

Nor was it long before such men as Henry Barnard and Horace Mann began their illustrious mission, encouraged and inspired, no doubt, by the labors already wrought in diffusing useful knowledge and the importance of elementary education.

But neither Henry Barnard nor Horace Mann obtained their renown, in any great degree, as the defenders of the cause to which their lives were devoted, because they had been, or had the ability to be, practical teachers of superlative excellence. The cases are rare in which the power of control in the school-room and the power to move the popular will and heart are combined in the same person; though Dr. Dwight and Stanhope Smith and Moses Stuart and Dr. Arnold are instances. But eloquence on the platform and patience in the school-room, if not often blended, are prime virtues, in their distinctive spheres.

A master of the art of persuasion once said to me: Your schoolmaster power, talent, or tact, call it what you please, I cannot comprehend. I can move an audience as I please; you, it appears, can keep an audience as you please. I know how to *move* men or boys to laughter or tears by turns. I can *move* them to shout at the top of their voices, or throw their caps high in mid-air. I can wrest money from their pockets by their own unwilling hands, for an object in which they have no care, except their interest in me as its defender; but how to *move* boys to *keep still;* how to *move* an inactive, unwilling mind to *keep* studying; how to *move* a mischievous, mimicking, rollicking urchin, to *keep* sober by the hour together, I cannot tell. Put me in a school-room and tell me what is the first thing to do, and then you would have to tell me what is the next thing to do. I can *move* a school, if that is all that is wanted; but how to *move* to *keep* a school, that is one great mystery to me.

Concerning the practical value of teachers' associations, Mr. Hammond said: Teachers need special helps and precautions and protection against the perils of their own peculiar temptations and the perils of obloquy and prejudice to which they are liable. For it cannot be denied that the very processes and habits which lead to excellence in their calling tend to diminish their influence in the world as men. They have need, then, of all privileges and helps and rights which a common fraternity or guide can give, associated with men of power and influence in the world, as many of them have long

been, for the advancement of education; they have done much to make the statement of President Walker true, when he said, in 1856, that the American Institute has been one of the most important of all the agencies of our times in advancing the standard of popular education.

On the other hand, there are rights and privileges of teachers which are often imperilled by the lack of mutual sympathy, and the advantage which comes from interchange of opinions and concerted action.

These views were enforced by instances of somewhat heated and acrimonious controversy among the earlier educators of this Commonwealth.

In closing, Mr. Hammond said, If the reminiscences of a quarter of a century and more sadden us by the recollection of early friends and associates, now "hidden forever in death's dateless night," we are gratified when we see proofs of the progress of a good cause which lives and thrives, though its defenders die. When we held our first meeting in Brimley Hall, we did not anticipate what our eyes now behold, as we look out from this noble edifice and see every hill-top around us crowned, not with forts and battlements of war, but with the beautiful towers of literary institutions of various grades and departments, all monuments of public and private munificence, all consecrated to the well-being of the future generations resident in this beautiful city, worthy to be the heart of the old Commonwealth. We have spoken of the past, and the generation of teachers that have gone or are fast going from the places of their earnest, devoted labors. We speak a word for the future and our successors. We have seen the beginning of a new era in the history of popular education, and have had a part in the agencies instrumental in the results of material development which in this city, and everywhere, greet our sight. The public heart and will has rightly directed the policy of the State in favor of all needful means to carry on the great work to perfection.

The present is as fruitful of new theories and modes of instruction; and the projectors are clamorous for the attention of teachers and the patronage of the people.

What is needed now is, not so much new buildings and material endowments, as the elevation of the standard of attainment, and the right method of mental discipline. There remaineth very much land to be possessed by the pioneer teacher as well as the pioneer farmer in the far-reaching realms of the West. The pupils trained in this building, and in all these associated schools, normal and other, will many of them go forth as the missionaries of that New-England civilization of which some of the finest types are found in the central towns and cities of Massachusetts.

After the President's address, a few minutes were devoted to business.

C. P. Rugg moved the appointment by the Chair of a committee on nominations.

Alfred Bunker, of Boston, urged the importance of seeking men as officers of the Association who would take an interest in its affairs and attend faithfully to the duties of their respective offices.

A. P. Payson moved the appointment of a committee on resolutions.

A. H. Davis, sub-master in Worcester high school, then read a paper upon "English Literature in Schools." In clear and scholarly style he set forth the average pupil's lack of acquaintance with standard writers, the scantiness of good reading, and the undue devotion to "sentimental slosh." The responsibility was laid in part at the doors of parents, but we must look for remedy mainly to our schools. We should put English literature on a par with other studies, from the primary school upward. In reading, special pains should be taken to impress the mind of the child with every beautiful thought and expression in the selection. Young children can be taught to recognize excellences of style. There is no good reason why a child should not know a metaphor when he sees it, as well as a meeting-house,— the former being the more common. At least two hours a week should be given to this study. Few authors should be read; compendiums should be discarded. The paper was worthy of the favorable reception given it by the Association. D. B. Hagar, principal of the Salem normal school, in opening the discussion, said there were really two things to be secured in teaching English literature in our schools: First, to excite a love for reading; second, to teach how to read. He used to have scholars report to him monthly what they had read; none liked to report that they had read nothing; and the boys had a distinct impression that he had not a very high opinion of dime novels, although he had a great many in his possession, which came to him, like many school-books, free of cost.

The next paper, upon "Latin as a Branch of Popular Education," was read by Mr. F. A. Hill, of Chelsea. As this paper is given in this number of the "Teacher," it is unnecessary to make an abstract of it.

In the discussion which followed, Mr. W. C. Collar, of the Roxbury high school, stated at the outset that he differed *in toto* from all the conclusions presented in the paper. The words the Latin furnished were those of which no intuitive knowledge was gained. The paper merely glanced at the historical relations of the Latin, while a knowledge of the Latin was necessary as a key to other foreign languages, and without it many of the idioms of the French language would seem arbitrary to the student. Latin inculcated a sort of literary conscience, a mental patience, which the study of no other language gave.

Mr. Daniel C. Brown, of the Bowdoin school, Boston, briefly discussed both papers, considering that there were advantages in the use of compendiums of English literature, and the early introduction of the study of science. He believed that the discipline of digging out the old, useless Latin roots is necessary to a broad culture. The study of English did not require such close and earnest thought as the Latin.

Mr. Harris R. Greene, of the Oread Institute, said he would rather part with his science than his Latin. A pupil never got a thorough idea of case and tense until he had studied Latin. One lesson in Latin gave a better idea of the principles of grammar than weeks of study of the English. The elements of culture and scholarship came in a larger degree from the study of Latin than from any other source.

Prof. Tweed, superintendent of Charlestown schools, queried whether, if we should study Latin because 30 per cent of our English words came from it, the reason for our studying Anglo-Saxon would not be twice as strong, since 60 per cent of our words are derived from that.

Mr. F. A. Hill defended his position, and said most of the advantages of the Latin language could be gained from other sources.

At a quarter to one the meeting adjourned for dinner.

Afternoon Session.

The president announced the following committee on nomination of officers for the ensuing year, one for each county: D. B. Hagar of Salem, J. P. Payson of Chelsea, A. G. Boyden of Bridgewater, Alfred Bunker of Boston, E. A. Hubbard of Springfield, C. P. Rugg of New Bedford, Harris R. Greene of Worcester, M. C. Stebbins of Springfield, A. B. Miller of Pittsfield, Israel Walker of Ware, George T. Littlefield of Charlestown, Frank A. Hill of Chelsea, William S. Reid of Brookline, D. D. Patten of Winchester.

Committe on resolutions: Prof. B. F. Tweed of Charlestown, William F. Bradbury of Cambridge, and W. L. P. Boardman of Boston.

The first paper of the afternoon was by Prof. A. B. Miller of Maplewood Institute, upon "The Proper Length of the School-day." He stated that while the average time spent in school was about five hours per day for six days in the week, there is considerable variation. In New York, four and one half hours is the rule; in St. Louis, five and one half; in Chicago, three, four, five, and six hours, according to the age of the pupils.

In the Prussian schools, the pupils are kept four hours in the morning and two in the afternoon for four days in the week.

In consideration of the serious injury to the system of long-continued breathing air charged with carbonic acid, he would venture to lay down the proposition, that when the pupils have breathed all the air furnished by the school authorities over three times, they should be allowed to go home.

The speaker excused himself for the radicalism involved in this proposition, by saying, that since he must begin somewhere, he might as well go to the bottom.

Prof. Miller next gave experimental evidence of the corruption of the air caused by respiration, and showed its effect upon the blood. It is the mission of the oxygen contained in pure air to counteract such influences. He would, therefore, never speak but with respect for its might and dignity. Prof. Richards had rightly styled and crowned it as the "Matter King."

Air containing 3½ per cent of carbonic acid is not fit for respiration. In three minutes a single individual will vitiate 1800 cubic inches of air.

The prevalent want of good ventilation was severely condemned. The custom of opening windows at recess is not a good method. The air of a room is not readily changed through an open window. The Black Hole of Calcutta had two open-grated windows.

The professor gave a graphic description of what he saw and experienced during a visit to one of the grammar schools of Pittsfield. A subsequent visit to the jail, but a little way from the school-house, disclosed such a contrast in the way of cleanliness and pure air as to tempt him to suggest to the school-mistress how she might improve her situation.

In conclusion, the opinion was expressed that children generally are confined too long in school, and that many students in college are overtaxed. If the paper was dry, it certainly was not tedious, and kept the audience in excellent humor.

Dr. D. B. Hagar, of Salem, expressed the opinion that erroneous views in regard to methods of ventilation are very prevalent. He maintained that the foulest air is at the top of the room, because the air that is exhaled has been heated in the lungs, and therefore comes forth raised to a higher temperature than the air of the room. The openings to let this air escape should therefore be at the top of the room. He objected to the throwing the windows open in cold weather, because the sudden change of temperature would be likely to occasion colds.

In regard to the length of time children may be kept in school, he did not fully agree with Prof. Miller. Children must live somewhere. There are school-rooms where children delight to live, for the employment which is furnished them is organized play. Were he then required to answer the question, "How long should children stay in school?" he should say, "That depends first upon what sort of a school-house you have; and, second, upon what sort of a teacher you have in it."

Prof. Miller endorsed the views of Dr. Hagar.

Mr. M. C. Stebbins, of Springfield, said that in the majority of our school-houses, it is undoubtedly true that the tendency is for the foul air to collect at the top of the room, because the air that is admitted comes in through the doors and windows, cold and heavy, so that it would remain below that which had been exhaled in a rarefied condition; but many so-called ventilators opening at the top of the room into shallow flues full of cold air, afforded small chance for this air to escape. On the other hand, when the fresh air which comes into a room, comes in heated higher than the temperature of the body, as is the case with such an arrangement as that in the high-school building at Hartford, the purest air would be at the top of the room. Then the best plan would be to remove the air from the bottom of the room, as is satisfactorily done in that building.

"The Limits of School Education" was the title of the last paper of the afternoon, prepared by Mr. Thomas Emerson, superintendent of the public schools of Newton. He said it was the primary object of the school to furnish a knowledge how to get on in the world. The scheme of education must be in harmony with the mental constitution of the child. No study should be pursued solely for the discipline it imparts; no study which serves only for ornament should be admitted into the common-school curriculum.

In the absence of volunteers to speak upon the question, the president called upon some of the superintendents present to continue the discussion.

Superintendent Hale, of Cambridge, acknowledged the importance of the subject, and said that it had been pretty thoroughly discussed in the superintendents' meeting on Thursday, but that no result was arrived at, and he expressed his inability to throw any light upon the matter. Brief remarks followed from Messrs. E. A. Hubbard of Springfield, and Alfred Bunker of Boston.

Mr. Stetson of Auburn, Me., said, We should teach the beginnings of the things that will be needed in after life. Many things can be taught to children which will serve as nuclei around which they will, in subsequent years, gather a great deal of valuable information. Very few persons in mature life make large acquisitions out of the lines of their early education. There were business men within the circle of his acquaintances, men of considerable intelligence, who still make their mark, although a small amount of effort would enable them to learn to write their names.

Newspapers and lectures fail to be appreciated because of the deficiency in elementary education.

The regular programme for the afternoon having been disposed of, Dr. Hagar, of Salem, on behalf of the board of directors, spoke at length in the interest of "The Massachusetts Teacher," a magazine published under the auspices of the Association. The journal next year will be under the charge of Prof. Tweed, of Charlestown, as resident editor, assisted by prominent educators throughout the State as contributors. It will be published by Messrs. Mudge & Son, of Boston, without risk to the Association. Prof Tweed and Rev. Mr. Stebbins, of Springfield, also spoke in support of the claims of the magazine.

The Association then adjourned till evening.

The discussion of this paper concluded the afternoon session.

Evening Session.

Paul A. Chadbourne, LL. D., President of Williams College, gave the lecture of the evening. His theme was, "The World and the School-room." At the outset, he said: I suppose that everybody knows what common-sense is, and that saves me the trouble of defining it, and the criticisms which my definitions would most likely call out.

If you would have a tree develop in a symmetrical manner, you must give it sunlight and air and dew on all sides, becaue they are the conditions of its growth.

That man may have a healthful growth, he must come in contact with the world in all directions.

Lord Bacon, among the sources of mistakes in judging, enumerates certain classes of idols; the second class is, idols of the den and the cave. Men seek for science in their own narrow world rather than in the world at large. We are all in danger of being cave-men.

Our thoughts and feelings are dependent, in a great degree, upon the conditions of the body. There are many evils which have their cause in bad digestion.

There are other faults that come from our education. In material work the nearer the man is reduced to a machine the better he often is for those who wish to use him. But the development of human character, in its fulness and strength, is a very different thing from this special skill. Many learned men are mere children among men of the world.

There are good special teachers who, if they accomplish any good, must be used by educators as special artisans are used by master builders.

The best knowledge of a teacher, that without which he can never be an educator, is, knowledge of the world as it is. The natural tendency of the school is to make us hypocritical; to lead us to attach too much importance to things simply because they are important. We measure education by acquirements rather than by power.

We claim that we are making our education, but it is practical only in relation to nature. It is still horribly deficient, as deficient as ever in the power of developing manhood and womanhood.

The fact that teachers are dependent upon fixed salaries is an evil, and great in an inverse ratio to the smallness of the salary. The careful thought and planning that is called out by the constant effort to make one's work remunerative has a salutary influence in the development of character. It is therefore well for a teacher to go outside of his mere professional work.

The salaries of teachers are too small, their work is sadly underpaid, but they must not for that reason slight their work.

One may refuse to accept the condition of work, if he will, but having once entered upon it, he should be impelled by a consideration of the momentous consequences involved to do the best he is capable of.

Saturday Morning.

The Association met for its closing session. The treasurer, Mr. D. W. Jones, being detained at home by illness, his report was presented by Mr. J. P. Payson of Chelsea. It appeared that the receipts of the year amounted to $3,643.73; and the expenditures to $3,748.87, leaving one hundred and five dollars and fourteen cents due the treasury.

Mr. W. F. Bradbury laid before the Association an amendment to the constitution, the object of which was to secure a more particular statement of the financial condition of the Association, in the annual report of the treasurer. This amendment lies over till the next meeting.

A letter from Rev. Mr. Coles of Ipswich, expressing a deep interest in the Association, was read by the president.

The report of the committee on nominations was then made by Mr. E. A. Hubbard of Springfield. The following is the list reported, and they were unanimously elected.

Officers of Massachusetts Teachers' Association for 1872–3. — *President*, — Albert G. Boyden, of Bridgewater. *Vice-Presidents*, — Milan C. Stebbins, of Springfield; Albert P. Marble, of Worcester; Sarah J. Baker, of Boston; Chas. Hutchins, of Boston; Chas. P. Rugg, of New Bed-

ford; Nath'l T. Allen, of Newton; Edward I. Comins, of Worcester; M. Isabella Hanson, of Newton; Wm. C. Collar, of Boston; J. L. Brewster, of Lawrence; Wm. E. Eaton, of Charlestown; A. K. Slade, of Fall River; Alfred B. Miller, of Pittsfield; Isaac Walker, of Ware. *Recording Secretary*, — Alfred Bunker, of Boston. *Assistant Recording Secretaries*, — Henry F. Howard, of Newton; Simeon J. Dunbar, of Arlington. *Corresponding Secretary*, — E. Bentley Young, of Boston. *Treasurer*, — Wm. F. Bradbury, of Cambridge. *Councillors*, — Chas. Hammond, of Monson; Daniel B. Hagar, of Salem; John W. Dickinson, of Westfield; John P. Payson, of Chelsea; Daniel D. Patten, of Winchester; Rebecca A. Sheldon, of Springfield; Thomas Emerson, of Newton; Frank A. Hill, of Chelsea; Lafayette F. Ward, of Northampton; Byron Groce, of Peabody; David Bentley, of Brookline; Wm. W. Spaulding, of Adams.

Mr. J. G. Scott, of Westfield, then presented a paper upon "What should be included in the study of English Grammar." He pointed out how grammar, like other sciences, had been narrowed from embracing literature, logic, rhetoric, painting, and sculpture, until it refers only to language, — expression of thought. It does not embrace the whole of the science of language. The testimony of books in regard to the nature of grammar is worthless. English grammar is the knowledge of the construction of propositions. Grammatical attributes are simply forms. Cases are forms. Grammatical rules have relation only to forms. As there is nothing in the form of nouns that can serve as a basis of qualification of them into proper, common, and abstract, such classification is futile. There are in nouns no changes of form, the province of which is to denote person; therefore, there is no such grammatical attribute as person belonging to nouns. Some nouns have number, others have none. The same is true in regard to gender. Nouns have really but one case in English. Tense is but form.

M. C. Stebbins, of Springfield, in opening the discussion, maintained that, in answering the question of the essay, we are to have regard to facts rather than to theories. We should include the established laws of construction and usage of language that belong to grammar in the common acceptation of that term, rather than attempt to develop a new science from a newly constructed definition, — which is not the natural method of the growth of a science. We may ignore the classifications of nouns, but there are certain nouns which are universally used to denote specific objects, and there are other names which, as universally, are applied to any individual of their respective classes. Here is an established fact in language; there can be no good reason for ignoring this fact. The assumption that case is simply form is not consistent with the evident facts in the Greek, Latin, and English languages. The assumption that tense is a mere form was treated in a way to show that the theory at once involves us in inextricable confusion.

Prof. Harris R. Greene, of Worcester, thought that there was no difficulty in coming to a perfect agreement upon the subject. All will agree that number is form. Numbers are infinite, but there are only two forms for number in the English language. Case is form, for the number of relations is infinite, but there is only a limited number of cases.

Mr. Stebbins was quite sure that he did not agree with Mr. Greene that grammatical attributes are mere forms. To use the pronoun *he* with reference to the *moon* is a grammatical error; but the reason is not to be found in the form of the pronoun or the noun, but in the fact that by grammatical usage *moon* is feminine. In Latin, every noun has six cases, but *musa* has the nominative, vocative and ablative alike in form. So also are the genitive and dative alike; here the case is not identical with form, but must be determined by the connection of this word with other words in the sentence. The fact that there are numberless relations is of little account. The simple question is, What and how many classes of case relations are incorporated into the structure of our language?

Prof. J. W Dickinson, principal of the Westfield normal school, read a carefully constructed piece of logic, with a general application to the mode of constructing a science of grammar.

Mr. T. H. Kimpton, principal of Chicopee high school, spoke earnestly in opposition to the positions taken by Messrs. Scott and Greene.

Mr. L. C. Warner, of West Newton, opened the discussion of the topic, "The proper use of Text-books." He said that he had recently been much impressed by what he saw and heard during a visit to the Blind Asylum in Boston. No text-books were used, but the pupils recited with marked fluency and correctness.

One difficulty in determining the proper use of text-books is found in the fact that these books are so faulty. Some instances were cited to show that boys who had stood well in their classes in Boston grammar schools, failed when set to solve comparatively simple problems in practical business matters. This deficiency was attributed to text-book training.

He would have no text-books in the primary schools, and would introduce them into the higher grades only so far as they were needed to economize the time of the teacher.

Mr. Hammond said the mode of teaching arithmetic without a text-book was the prevalent one seventy-five years ago.

Mr. E. I. Comins, of Worcester, confirmed the statement of Mr. Hammond. He said that he had the note-book used by his father, and probably in the school taught by Stephen Burroughs.

Mr. T. H. Kimpton was of the opinion that a good teacher could produce better results with his class by using a text-book than by mere oral teaching.

Mr. J. P. Payson said that more depends upon the character of the teacher than upon the presence or absence of the text-book. The general difficulty is, that teachers do not know what is in the text-book.

Mr. Hale, of Cambridge, thought that in the case of the blind pupils, something was due to the well-known fact that they grasp more quickly, and retain more surely what is taught them orally. Children should be taught to use text-books. Good teachers do not depend entirely upon books, nor allow scholars to do it. The poorest teaching in grammar he ever saw was in a school where for years it was taught without text-books. The best results are secured by throwing scholars upon their own resources.

The President said: If speech is to be substituted for print, it should be good speech.

Mr. L. Dunton, principal of Boston Normal School, said: Results are often attributed to wrong causes. We often assign to stupidity, to wrong methods, or to bad teaching, what belongs only to immaturity of intellect. To decide what is the proper use of the text-book, we must find out whether the pupil is competent to use the book well.

All the knowledge he had of the branches commonly taught in schools, up to the time when he was twenty years old, he obtained from text-books.

Mr. Stetson, of Auburn, Maine, said that one mode of abusing text-books is to use them simply as a means of cultivating verbal memory. One great advantage possessed by text-books upon mechanical drawing is this, that the pupil is required to show by his works whether he has correctly apprehended the statements of the book.

The Committee on Resolutions, through their chairman, Prof. B. F. Tweed, reported the following: —

Resolved, That the thanks of the association be tendered to the School Board of the city of Worcester for the free use of the high-school building for our meetings.

To the railroads which have given free return tickets.

To those hotel-keepers who have accommodated our members at reduced rates.

To the gentlemen who have, by essay or address, or in any other way, contributed to the interest and usefulness of our meeting.

Mr. T. H. Kimpton extended to the members of the Association a cordial invitation to meet with the Hampden County Teachers' Association at their annual gathering the third week of next May.

The Association then sang the doxology to the tune of Old Hundred, and adjourned *sine die*.

— A RECENT writer, who has been paying a visit to the country of Shamyl, the Circassian chief, is responsible for the statement that there are many towns in its vicinity of equal, if not greater importance, than Astrakhan, which occupies so prominent a position on most maps. The cultivated teacher should pay more attention to the statements of well-informed travellers, than to the maps in our common geographies, which may in many cases be reprints of old maps.

THE WORD DUNCE.

"THERE is a little word not in uncommon use among us, an inquiry into the pedigree of which will lay open to us an important page in the intellectual history of the world. We may all know what a 'dunce' is, but we may not be as well acquainted with the quarter whence the word has been derived. Certain theologians in the Middle Ages were termed schoolmen; being so called because they were formed in the cloister and cathedral schools which Charlemagne had founded, — men not to be lightly spoken of, as now they often are by those who never read a line of their works, and have not a tithe of their wit; who moreover little guess how many of the most familiar words which they employ, or misemploy, have descended to them from these. 'Real,' 'virtual,' 'entity,' 'nonentity,' 'equivocation,' all these, with many more unknown to classical Latin, but which now have become almost necessities, were first coined by the schoolmen, and passing over from them into the language of those more or less interested in their speculations, have gradually filtered through the successive strata of society, till now they have reached, some of them, to quite the lowest. At the revival of learning, however, their works fell out of favor; they were not written in classical Latin; the form in which their speculations were thrown was often unattractive; it was mainly in their authority that the Romish church found support for many of its periled dogmas; on all which accounts, it was considered a mark of intellectual progress and advance to have broken with them and altogether thrown off their yoke. Some, however, still clung to these schoolmen, and to one in particular, *Duns* Scotus, the great teacher of the Franciscan order; and many times an adherent of the old learning would seek to strengthen his position by an appeal to its great doctor, familiarly called Duns; while the others would contemptuously rejoin, 'Oh, you are a *Dunsman*,' or more briefly, 'You are a *Duns*,' — or, 'This is a piece of *dunsery*'; and inasmuch as the new learning was ever enlisting more and more of the genius and scholarship of the age on its side, the title became more and more a term of scorn. 'Remember ye not,' says Tyndall, 'how within this thirty years and far less, the old barking curs, *Dunce's* disciples, and like draff called Scotists, the children of darkness, raged in every pulpit against Greek, Latin, and Hebrew?' And thus from that long extinct conflict between the old and the new learning, that strife between the mediæval and the modern theology, we inherit the words 'dunce' and 'duncery.' Let us pause here for a moment to confess that the lot of poor Duns was certainly a hard one, who, whatever may have been his merits as a teacher of Christian truth, was certainly one of the keenest and most subtle-witted of men. He, the 'subtle doctor' by pre-eminence, for so his admirers called him, could hardly have anticipated, and as little as any man deserved, that his name should be turned into a by-word expressive of stupidity and obstinate dulness. This, however, is only one example of the curious fortune of words." — *Trench's Study of Words.*

NEW ENGLAND.

Kimball Union Academy, of Meriden, N. H., has recently had $20,000 subscribed to its fund, increasing it to $65,000. ——The pupils of Providence high school are enjoying a thoroughly repaired schoolhouse. —— Franklin Peirce, of N. H., is teaching the high school in East Haven, Me. —— The citizens of Newport, R. I., have petitioned the legislature to allow them to elect the committee direct by the people, instead of by the common council. —— Mr. Greenleaf, of Westbrook Seminary, is teaching the Centre school in Pownal, Me. —— Sixty delegates, representing the eastern and western colleges, met their brothers of the *Delta Psi* at Trinity college, at their annual gathering in December.

MASSACHUSETTS.

J. Gardner Bassett is teaching the North grammar school, in Woburn. —— Mr. Drake, of the Bridgewater high school, is out of school, from ill health. Mr. Dill substituted for him until his election in Boston. —— Henry L. Sawyer, of Hopkinton, a graduate of the Bridgewater normal school, has charge of the Newton grammar school, Natick, and is appointed teacher of music in all the schools of the town. —— John B. Gifford, of Medway, is teaching the high and grammar school in Westport. —— M. G. Tewksbury, late superintendent of schools in Fall River, is spending the winter in Minnesota. He has the best wishes of his numerous friends in Mass. —— J. B. Atwood, of Bowdoin College, succeeds Augustine Simmonds in Derby academy, Hingham. —— Emma O. Grover has been appointed teacher in the Centre primary school, Ayer, and Mary Chamberlain succeeds Wm. A. Sanderson in the grammar school of the same town. —— Wm. W. French, of Dartmouth College, is teaching in Sandwich.

BOSTON. — Henry L. Pierce, mayor of Boston, is a graduate of the Bridgewater normal school. Judging from his inaugural and other circumstances, it is probable he will take a deeper personal interest in the perfection of the school system than many of his predecessors have done. ——Henry C. Bullard, usher in the Quincy school for several years past, has been absent on account of failing health since the summer term, and at the opening of the year tendered his resignation. The committee very promply selected J. Martin Dill from the nineteen applicants at the recent competitive examination. Mr. Dill is a native of Wellfleet, a graduate of the advanced course at Bridgewater, a successful teacher in West Bridgewater, Natick, and the Bridgewater high school. —— The school committee of 1872 at their final meeting, spoke of the service rendered the schools by Mayor Gaston, during his three years' service as chairman of the Board, Dr. Shurtleff and H. C. Washburn both speaking of the indebtedness of the Board and the schools to his labors. A vote of thanks was unanimously passed by a rising vote. —— Wm. T. Adams — Oliver Optic — is to prepare the annual report. —— The committee have voted to employ an assistant for Miss Capen in the laboratory of the girls' high school. —— Miss Ella Warner has been confirmed as teacher in the Lincoln school. —— Some of the Boston teachers are talking of taking an educational tour in Europe next summer.

HAVERHILL. — J. V. Smiley, Esq., who has had a long experience on the school committee of this city, has been elected mayor of the city.

CHELSEA. — The new High school-house on Bellingham Street was dedicated January 2d, with very interesting ceremonies. We congratulate Mr. Hill upon having so fine a building in which to teach. —— A petition is now before the legislature to allow the city to increase the number of school committee.

AMHERST. — We clip the following from the Daily "Globe": The Amherst high school suddenly finds itself without a head. Mr. Moses, the principal, having threatened corporal punishment for communications between the scholars in the school-room, found about a dozen scholars who had transgressed, but declined to receive the promised application of strap. They were accordingly expelled, several girls being included. The committee appreciated the efforts of Mr. Moses to maintain discipline, but did not approve the style of punishment. The principal, refusing to retract, was invited to resign, which he did, leaving the school temporarily in charge of Miss Eastman. A charming time the next principal is likely to have!

READING. — The preparatory high school has proved so satisfactory to the people that it has been enlarged, and Miss Jennie L. Barrus appointed assistant. —— Miss Addie Howes is appointed to the Walnut-street primary, and Miss Lizzie Porter to the Walnut-street grammar.

WAKEFIELD. — The new high school building has added to the interest of the citizens in the schools. Mr. Wakefield's liberality is of great value to the schools. Drawing has just been introduced, and Miss E. A. Briggs of Scituate, formerly a teacher in Newton, has been employed to give instruction in the art to both teachers and pupils.

MALDEN. — Miss E. M. Dresser, of Stockbridge, has been appointed teacher in the Maplewood school, Malden. Miss Beulah H. Bell has resigned her place in the same school; Miss H. E. Lunt, of Newburyport, has been appointed to fill her place.

WE are indebted for our excellent report of the meeting of the Massachusetts Teachers' Association, to Rev. M. C. Stebbins of the Springfield High School.

WE have received books from Schermerhorn, Harper & Brothers, and Lee & Shepard, a notice of which is necessarily postponed to our February number.

WE had hoped to furnish a full report of the very interesting meeting of superintendents at Worcester, but were disappointed in obtaining it. We still hope to have it for the February number.

WE have received a "Circular of Information of the Bureau of Education, at Washington," stating what has been done, and suggesting what it is desirable to do that our educational system, in all its departments, may be represented as fully as possible at the International Exposition at Vienna. We are glad to see that the Commissioner of Education attaches so much importance to this Exposition, and that he is taking such active measures to make it creditable to our country. He will certainly have the hearty co-operation of all teachers, superintendents, and friends of popular education.

Books.

LIPPINCOTT'S MAGAZINE for Jan. 1873, is a number of great interest. The first article, on "Iron Bridges, and their Construction," with its beautiful illustrations, is worth twice the price of the number, to say nothing of a dozen other interesting articles.

HARPER'S NEW MONTHLY MAGAZINE contains a great variety of excellent matter from such authors as Miss Thackeray, Wilkie Collins, and Charles Reade; and is also rich in illustrations of all sorts of vehicles, from an ancient Roman chariot to a street car. These, with "The British Museum and its Reading-Room," etc., make a series of "Object Lessons," of great value in every family.

THE January number of SCRIBNER'S MONTHLY ILLUSTRATED MAGAZINE is second to none in the interest and value of its articles and the beauty of its illustrations. "How Stanley found Livingstone," will be read by every one. What a strange interest clusters around Livingstone, heightened perhaps by doubt, at first felt and expressed as to his being found, and leaving even now a lingering suspicion in the minds of many who are hardly bold enough to express their doubts. By the way, when we read that Stanley "made those noted marches of one hundred and seventy-eight and a half miles in sixteen days," we are obliged to confess that, with all our knowledge of geography, we were not aware of the marvellous accuracy of the African modes of measuring distance.

A HAND-BOOK OF ENGLISH LITERATURE FOR THE USE OF HIGH SCHOOLS, AS WELL AS A COMPANION AND GUIDE FOR PRIVATE STUDENTS AND FOR GENERAL READERS. By Francis A. Underwood, A. M. Published by Lee & Shepard, Boston.

This work consists of two octavo volumes of about six hundred pages, the first devoted to British, the second to American authors.

The fact that the compiler of these volumes was appointed to prepare a course of reading in English literature for the Latin school in Boston, shows the estimate in which he was held by a competent committee. The correctness of their estimate is evidenced by the work before us. He begins with an historical introduction of great value to all who are unacquainted, or but partially acquainted, with the sources and development of the language; and this, by the way, includes many a man who would not be willing to acknowledge equal ignorance of the Latin and Greek languages.

The specimens of British authors are divided very conveniently into six periods: from Chaucer to Spenser; from Spenser to Milton; from Milton to Pope; from Pope to Wordsworth; from Wordsworth to Tennyson, and contemporary authors. Each of these periods is accompanied with a list of authors of more or less note, from whom no specimens have been given; so that it answers the double purpose of selections from the best authors, and a pretty full dictionary of authors, so arranged as to be very convenient for reference.

A brief biography is given of each author from whom selections have been made, and the selections are long enough to be of interest, and to exhibit the mode of thought, and the style of the writer. Of the good taste and judgment manifested in the selections, we cannot speak too highly. This is the great merit of the work. Every selection is characteristic of its author, and interesting to the reader. Witness the selections from Carlyle, De Quincey, and Macaulay, taken at random. As naturalists from an essential organ can construct extinct species of animals, and determine their habits, so a competent critic could from

these specimens gather the peculiarities of thought and style of the authors, which, of course, is just the purpose for which the compiler intended them.

Of the volume of American authors, essentially the same may be said. It is on the same general plan, commencing with an interesting historical introduction, and dividing our literature into three periods.

The same may also be said of the character of the selections. We should be glad to see these volumes in all our high schools, and lying upon the table in every family, where they would not only afford much rational entertainment, but prove constant and efficient educators.

ENGLISH OF THE FOURTEENTH CENTURY. Published by Ginn Brothers.

One of the most hopeful signs of the times is the fact that more attention is given to the study of the English language and literature in our high schools. The general principles of the structure of sentences, and the functions of the several parts of speech, may be learned in our grammar schools; but, "it is only by a careful study of literature that a thorough acquaintance with a language can be gained." But to study the whole of the literature of our language is the work of a life-time; and the most obvious way of imparting something of its spirit, with the growth and development of the language, would seem to be to place before the pupil representative specimens of the masters, in chronological order. Beginning, then, with the fourteenth century, when our language, though transitional, was so far formed as to be used by one of our greatest poets, it would seem desirable to examine it carefully, that we might appreciate the changes through which it has been and is passing. The author of this book has given us "The Prologue to the Canterbury Tales," and "The Knight's Tale," accompanied by notes and a glossary, that will be of great assistance to any teacher, and enable him to make it interesting and profitable to his pupils. Every one who teaches grammar, even in our grammar schools, will understand the development and structure of modern English much better, and be better qualified to teach it, by the study of this work.

DICKENS' CHILD'S HISTORY OF ENGLAND. Published by Harper & Brothers, New York.

Thousands of children will rise up and call the Harpers blessed for putting this book into a neat, convenient, and cheap form for the school-room; and those committees who are wise enough to adopt it as a text-book, will share in the blessing.

Like all really good books for children, it is contagious and runs through the family. We have seen a boy of ten and his grandfather of sixty reading it together with equal interest.

THE MOUNTAIN GIRL. By Mrs. E. D. Cheney. Published by Lee & Shepard.

A pleasant story, pleasantly told and redolent of New-England country life. It brings the old days back to those of us who attended the ten weeks' school of the country, with its spelling matches, and its paucity of books, and learned more — shall I say — than scholars now do in the same time? Well, if we did, it was not, perhaps, because the teaching was better, or we more apt, but because we had better appetites.

SOCIAL CHARADES AND PARLOR OPERAS. By M. T. Calder. Published by Lee & Shepard.

This little book will furnish many pleasant evening entertainments, with its familiar airs of "Capt. Jenks," "I want to be an Angel," "Annie Laurie," etc.

The dialogue contains humor enough to make it interesting, and it is characterized by purity of sentiment and language. The young folks will gladly sing in character, and we are sure there will be rounds of applause from the old folks.

THE

MASSACHUSETTS TEACHER.

VOL. XXVI. FEBRUARY, 1873. No. 2.

ENGLISH GRAMMAR AGAIN.

THERE has been, perhaps, more nonsense spoken and written upon the subject of English grammar in our educational meetings and journals during the last ten years than upon any or all other topics combined. Following the general tone of lectures and debates, we should have concluded that English grammar is simply a nuisance worthy of abatement by statute law. In fact, we believe that some committees have formally excluded it from the schools under their care. Large drafts have been made upon the English vocabulary, at one time to deride and at another to condemn the study of its grammar. We have been taught that ours is a "grammarless tongue"; that "good use" is all the English-speaking child needs to guide him to the mastery of his vernacular; that formal grammar hinders more than it helps, — and so on. This anti-grammatical frenzy has spread from the English to its sister tongues. In obedience to this practical hurly-burly, the authors and book-makers have gone promptly and vigorously to work at condensing and abridging. The grand old galleons and three-deckers, the Goold Browns and Lindley Murrays, the Buttmanns and Kuhners, the Schellers and Zumpts, have all been razeed into corvettes and cutters, or laid up in ordinary; while a whole fleet of yachts and yawls, warranted to live in any sea and able to cope with tempest or tornado, have been launched for the royal service against Greek, Latin, and English literatures.

It is not difficult to account for this storm among the gram-

matical elements. Forty years ago, the study of grammar as a science could scarcely be said to exist in this country. The bare mention of the manuals then in use is sufficient proof of this assertion. There was Lindley Murray in English, Gould's Adam in Latin, and Goodrich, Fisk, or the Gloucester grammar in Greek. It is true that ten years earlier, or more, Edward Everett had tried to find a place for something better, in the form of his translation of Buttmann's school grammar. But the book appeared before its time, as the scholarship of the country was not prepared for it. The grammars above mentioned (with the exception of Buttmann's) were wholly empirical. They sustained much the same relation to the scientific grammar that pharmacy does to chemistry. Latin was regarded as derived from the Greek, and English as comparatively a barbarous tongue, with some few elements derived from classical sources. The old views of language in general were the prevailing ones; and it was no uncommon thing to hear the intimation, if not the positive assertion, that the Hebrew was the direct gift of God to man.

The order of study was grammar first and language afterwards; and, while there was no formal statement or teaching to that effect, the real feeling of the pupil generally was, that the languages and their classical productions grew in some way out of the grammars, and, if their diction could not be explained by the grammars, the diction must go to the wall and not the grammars. How many anxious hours, for example, have been spent over such expressions as *neque cernitur ulli, huic atro liquuntur sanguine guttae,* so that Virgil might not appear ignorant of Latin grammar. Or again, to clear the skirts of Milton of grammatical ignorance in such sentences as —

> "Descent and fall
> To us *is* adverse."

The multiplication table or the binomial theorem was scarcely more authoritative in mathematics, than the dictum of the grammars in the matters of language. The pupil was first put into the grammar, and for long weeks and months only declensions and paradigms, rules and exceptions, remarks and irregularities, were crowded into the memory. Then came the process of parsing.

An extract in prose or verse was put into the hands of the scholar and he was required to name the parts of speech to which the several words belonged, show their agreement, connection, or government, and always conclude by giving the rule, which was always the Q. E. D. of the parsing process. Paradise Lost, Thomson's Seasons, Johnson's Rasselas, and other similar works, were thus parsed through and passed over. In many cases there was a prescribed programme or formula for parsing each part of speech, and this was recited not unfrequently twenty times during the same recitation. An author, parsed in this way, simply became the occasion of the interminable repetition of the grammatical dictum. There was seldom any attention to the analysis of the thought, or any discussion of the fitness and force of words; and as for etymology, it was not thought of. We well remember hearing, not a mere tyro, but a man with at least seven abbreviations at the end of his name, say, with great energy and earnestness, and with the evident conviction that he was saying something smart as well as important: Demosthenes said of eloquence, the first thing is action, the second thing is action, and the third thing is action; and so in teaching a language, the first thing is parsing, and the second thing is parsing, and the third thing is parsing.

When the young scholars of the time, who had gleaned all that was possible from the fields that were tilled upon this barren system, — the Crosbys, the Hacketts, the Searses, and their compeers, — returned from their sojourns in Germany, they, together with those who had learned from German teachers on American soil, — the Stuarts, the Robinsons, and the Taylors,— opened a new era in the history of American schools. The old grammatical dynasties were deposed. The old Teutons Hengist and Horsa did not more truly drive out the Britons from England, than did the modern Teutons — the Buttmanns, Kuhners, Madvigs, and Zumpts — expel from the American schools the Lowths, the Murrays, the Fisks, and the Adams.

But though the sovereigns were changed, the manners at court, the methods and teaching in the schools, continued much the same. We had obtained good philosophical grammars, but we continued to use them in a very irrational and absurd manner;

we still kept the cart before the horse. These German manuals and their American followers were not intended for, nor adapted to, mere memorizing. The old empirical rules and formulas of Adam, Fisk, and Goodrich were soon absorbed by retentive and capacious memories, and no questions asked any more than about the ten commandments, which were learned much in the same way. But to learn the German manuals in this manner was soon found to be a burden which neither teacher nor scholar was able to bear; and so in the grammatical world, as in similar circumstances in the political world, a rebellion broke out. Teachers found it easier to blame the grammars, than to reform their own faulty and absurd methods of using them. They could not fully grasp the thought, that language is before grammar, and the true teacher before both, — if not as authority, yet as an interpreter and expositor.

This anti-grammatical movement has about spent its force, and like every movement of its kind, with all its crudities and absurdities is bringing forth the peaceable fruits of righteousness. These fruits are seen, not only in better teaching in the school-room, but in the form of manual grammars, which show not merely the local and temporary forms of language, but its history and its relations. Our grammarless mother English is shown at least to be rich in the spoils of grammar, however destitute she may be of inflection and declension.

We have been led to these remarks from the great pleasure which we have derived from the perusal of two works intended to promote the study of the English language: the one in the form of a grammar and reading-book, and the other an edition of a familiar portion of our early English poetry. The former comes to us in the style of chaste beauty for which the Clarendon Press has an unsurpassed reputation, and makes one of the educational series which during the last eight years has been coming from some of the best teachers in England. It is entitled, An English Grammar and Reading-Book for Lower Forms in Classical Schools, by the Rev. O. W. Tancock, M. A. The book opens with an introduction of thirty-two pages on the history of the language, and is the best that we have seen comprised within the same space. This, the author informs us, is

written for the teacher rather than the pupil. We suspect he really meant for the pupil, through the teacher. Then follows the grammatical portion of the work, extending through *seventy-three* pages. In this brief grammar the historical element is quite prominent, and pretty full comparative tables of inflection and conjugation are given, illustrating the forms of the language at some of the most important periods of its history.

The Reading-Book, or collection of illustrative extracts, — the parade ground, so to speak; for the young grammarians, — occupies one hundred and nineteen pages. These extracts are short and exceedingly sweet. The author has sought and found, not correctness merely, but wit and vivacity as well. He would evidently have the pupil who may study those pages associate his grammatical principles with something more cheerful than stupidity and dulness. He thinks that some grammar may be muggled into a boy's mind through his heart, as well as forced in through the intellect. Boys who are perfect specimens of grammatical total depravity will cling to these extracts, and laugh and weep and think over them until their higher faculties are refined, aroused, and stimulated. We never saw so much diversity selected with so much propriety. Here is a fine passage from Homer, there a choice story from Herodotus, now a splendid historical scene or character from Macaulay, then a stirring passage from Roman story as related by Arnold or Mommsen; or we pause to admire one of Milton's stately symphonies, and to be instructed by the profound wisdom of Bacon; again we are charmed by some of Dean Stanley's sacred narratives, choice lines from Tennyson, Longfellow, and Morris; and scattered through all this richness and profusion are fables from Æsop and humor from Addison,— the whole, in short, presenting the finest little mosaic that we now remember to have met with in the language. Of course there are several of our favorite passages which Mr. Tancock has omitted, but we have no doubt that he marked them for insertion, and was only prevented by the narrowness of his limits from including them.

As we have turned over these pages, we have been constantly reminded of the great change which has taken place in the study of our language. We have frequently paused to compare the

rich treasures of the present with the barren empiricism of the past, and that, too, of the not distant past. The opponents of grammar must be silent over this volume; here is the brevity for which they have been clamoring, and here is scholarship by which most of them may profit. Still the book will require a teacher, and one who understands his business. In some hands it might share the fate which Latham's abridgment met twenty years ago, when it gained admission to some of our high schools, and was so mercilessly kicked out-of-doors. It is not suited to the Gradgrind method of instruction, nor does it give in a bit to the prejudices of those who have such a horror of a declension or a paradigm. The glossary with which the book closes is an admirable feature of the work. It is scholarly, but not scholastic nor pedantic. It is wisely but not painfully etymological. It explains every word in the extracts, and points out their nearest affinities. It is thus well calculated to form in the mind of a boy or girl the habit of etymological inquiry. It will be noticed that the volume is prepared for the lower forms of *classical schools;* and that it comes to us with the great sanction of the Clarendon Press. It shows that a change is taking place in the classical culture of England, and that the claims of our dear mother English to classical society are becoming fully recognized.

We congratulate our *alma mater* upon her admission to good society, and that she has no longer occasion to blush for her Teutonic genealogy. We hope that some schools in this country, who have long prided themselves upon their Pharisaic adherence to the old classical *trivium*, Greek, Latin, and Mathematics, may learn that the educational as well as the material world is moving; and, unless they wish to become absolutely ridiculous, it is high time for them to indicate by their curricula that God's plan in creation was not quite completed when the Iliad was written nor when Cicero had spoken. The world is rapidly falling into the heresy that Columbus was a greater man than Jason; that Capt. Ericsson, with one of his monitors, would be more than a match for the Argo, Hercules and all; and that in an open field and fair fight, Achilles himself, with all his divine panoply, might have shared the fate of Hector in a combat with a first-class locomotive driven by a greasy mechanic. We

intend no fling at true classical training; we love it, defend it, and advocate it. And just in proportion to our love and advocacy of it, do we abhor that bigotry which claims that on the basis of Latin and Greek alone a boy or a girl can now be properly educated. We have in mind in writing these lines certain catalogues which make their annual rounds to the public, soliciting patronage of Christian communities on the ground that they adhere strictly to a basis of pure paganism, with the exception of morning and evening prayers. It is true that in most of these schools they have what is called an English department, a kind of small-pox hospital, where the vulgar, idiotic, and feeble-minded are kept apart from those who are initiated into the sublime mysteries of Hellenic and Roman lore. We have in mind also certain religious people who meet in conclave and synod on republican soil, and, with all apparent honesty and devotion, anathematize the papacy, and warn their confiding hearers against Catholic schools, and then proceed to devise means by which they can beg money to endow sectarian schools, to be controlled, not indeed by the great Roman pontiff, but by an indefinite number of small American pontiffs. We are reminded of this latter class because they profess great classical zeal. Classical study is the Ephesian Diana in whose name the interests of their crafts are advocated. What is classical culture? All that is good and great and pure, is classic. Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever are pure, whatsoever things are lovely, whatsoever things are of good report, are classical. The modern power-loom tended by a beautiful and intelligent factory girl is more classic than those of Helen and Andromache; and the son of Peleus, were he to appear among us, would throw aside spear and buckler for a first rate breech-loader or revolver.

But we need both the ancient and the modern classics.

Continue, gentlemen, to enjoy your worship of the ancients, but fail not to purge it of its narrowness. Read your Demosthenes in your right hand if you please, but keep your Burke or your Webster in your left. Admire —

> "The mossy fountains and the sylvan shades,
> The dreams of Pindus and the Aonian maids,"

but rise above the Aonian mount with him who passed the flaming bounds of space and time, the living throne, and the sapphire blaze. Linger in the olive groves of Academa; peruse and reperuse the story of the war against Troy, and of the seven against Thebes; but admit into the new dispensation of your classical canon the story of a holier war waged against the town of Mansoul; listen to the song of the sirens with the hero of Ithaca, but keep clear of their enchantment; refresh yourself in the gardens of Alcinoüs and of the Hesperides, but don't neglect the Wicket Gate, the Hill Difficulty, the Delectable Mountains, and the Celestial City; amuse yourself with the Cyclops, but look out for Apollyon and Doubting Castle (they are in high feather just now). Settle as you please the quarrel between the

> "Seven cities who begged for Homer dead,
> Through which the living Homer begged his bread,"

but be sure that it was in Bedford jail in England where the immortal dreamer * labored and suffered and all but starved, while his genius marked the road which guides the progress of our souls to God.

We have alluded to another book as kindred in spirit and purpose to the one which we have noticed at greater length than we intended. It is entitled, "English of the XIVth Century. Illustrated by Notes Grammatical and Philological on Chaucer's Prologue and Knight's Tale, by Stephen H. Carpenter, Professor of Rhetoric and English Literature in the State University of Wisconsin." We have in this volume a life of Chaucer, a brief grammatical introduction, the text of the Prologue and Knight's Tale, followed by copious and critical notes, and the whole concluded by a glossarial index. The book is most admirably edited

* We love Thomas Arnold all the better for his intense admiration of John Bunyan. In speaking of the old English divines, he says, "I wish I could sympathize with what you say of them. I quite agree as to their language; it is delightful to my taste, but I cannot find in any of them a really great man. . . . As it is, *I hold John Bunyan to have been a man of incomparably greater genius than any of them, and to have given a far truer and more edifying picture of Christianity.* His Pilgrim's Progress seems to be a complete reflection of Scripture, with none of the rubbish of the theologians mixed up with it. I think that Milton in his 'Reformation in England,' or in one of his tracts, I forget which, treats the Church writers of his time, and their show of learning, utterly uncritical as it was, with the feeling which it deserved."

and printed, and no ordinary gratitude is due to Prof. Carpenter for removing the only obstacle that has hitherto existed to the study of the father of English poetry in our high schools. It is not merely for the sake of Chaucer that we commend this book, though he is worthy a tenfold perusal for his own intrinsic merit. The language in which he wrote, and the time at which he wrote, greatly enhance his claims upon our notice. It was at a time most favorable for us to look back upon the earlier and earliest forms of the language then rapidly assuming their modern dress, and find in them the originals of what have been regarded as anomalies and enigmas in the English of the nineteenth century. The antique diction of Chaucer, which has made him uninteresting to many young minds, with the aids afforded by Prof. Carpenter, not only ceases to be repulsive, but becomes actually pleasing. We sincerely hope that this volume will soon find its way into our public high and normal schools. Two honest hours given to this book through an entire normal school course would soon give an entirely different tone to the study of the English language in all our schools. It will require a teacher who believes in it, and one who is not continually snarling and grumbling about the uselessness of English grammar. To one who loves his mother-tongue, with all its garnered stores of wisdom and beauty, — to one who is in some measure conscious of the divine mysteries of language, and has found the high pleasure of tracing to their origin, as far as may be, the words of a language, and then seeing how the ages have worn their forms and sometimes almost inverted their meanings; who can find in a language, and the literature which it embodies, the history of the nation or nations which have spoken it, the character of their institutions, civil and domestic, the climate and physical features of the country which they inhabited; who can grasp the relations of the numerous tongues which the varied character and conditions of civilized life have called into existence, and who takes a pleasure in opening these bright visions to his pupils, — this book will appear —

> "Not harsh and crabbed as dull fools suppose,
> But musical as is Apollo's lute,
> And a perpetual feast of nectared sweets
> Where no crude surfeit reigns."

In what we have said of the merits of these two volumes, we would not seem to forget that they are only representatives of a class of books, now becoming quite numerous, on the history and philology of the English tongue. In the Clarendon series alone, we count upon our shelves no less than fifteen volumes, all written in the spirit of the new philology, and covering four centuries of our literary history. How long will it be before acquaintance with some of these volumes shall be required for admission to every respectable American college? The boy who now enters Harvard College must carefully read his fifteen hundred and fifty-five lines of Homer, and he is *advised* to read something in English. Can a boy master all the varieties of form and idiom that occur all the way from Homer to Xenophon, and can he not read some portions of his vernacular from Chaucer to Longfellow? But we are told "there is no time; the boys now have more than they can do." We grant that the boys have too much to do; and we say, relieve them by giving them something more. Your class to-day has wholly disappointed you in some of its first efforts upon Homer or Herodotus. Well, don't throw several pages of old Ionicisms and Homeric idioms at them, and tell them to learn them; tell them to bring their Chaucers or their Spensers to the next recitation, and read to them, or let them read to you, a few lines to show them the relation of Homer to Xenophon, by pointing out the relation of Chaucer to Goldsmith or Irving; and in a short time the forms and idioms will all be committed, not to memory merely, but to the understanding also. It is not in algebra alone that you can take away by adding. Neither boys nor men walk gracefully in the dark. Let them know their ground, and you will often find their burdens relieved. We carry two pails of water more easily than one.

HISTORY OF PAPER AND ITS MANUFACTURE.

SOME years ago I had occasion to prepare a paper upon the history and manufacture of paper. It has occurred to me that some of the facts then collected from various sources might be interesting to teachers and their older pupils. An article which enters so largely as paper does into modern civilization, is certainly worthy of special mention in an educational journal.

In the earliest times, the means of recording human thoughts were of the simplest kind. Rude engravings were made upon stone; impressions were made upon clay before it was dried into bricks, as was the case in Babylon; boards covered with wax, plates of ivory and metal, the dried leaves of some species of trees, the skins and intestines of animals, were for centuries in common use among the comparatively few persons who were acquainted with written language. The materials which have occupied the most conspicuous places in the history of writing are papyrus, parchment, cotton, and linen. The leading facts in connection with each of these materials will be mentioned in chronological order.

The Papyrus plant, it may be well to state, is an aquatic plant, having a soft cellular flower stem, which affords the writing material. The stem is triangular in shape, and grows from ten to twenty feet high, resembling in appearance common broom-corn. From its interior layers the paper was made. These layers were separated by some pointed instrument and spread in slips upon a table sprinkled with Nile water, in such form as the size of the desired paper required. On the first layer of these slips a second was laid crosswise, and the whole having been pressed and dried in the sun, was polished with a shell or other smooth substance. Twenty sheets of moderate size could be obtained from one stalk, and the layers nearest the pith made the finest paper. Historians do not agree in regard to the time when papyrus was first used. Manufactories for the production of the Egyptian paper are believed to have existed at Memphis as early as 660 B. C. Papyrus manuscripts have been found in the catacombs, appar-

ently several thousand years old. It appears that in the reign of Tiberius, about 15 A. D., a popular commotion arose in consequence of the scarcity of papyrus. Herculaneum — a city so obscure that ancient writers hardly mention it — was destroyed in the year 79. Yet nearly 2,000 papyrus manuscripts have been found in its ruins. About the year 500, Cassiodorus congratulated the whole world on the repeal of the tax on papyrus, an article so necessary to the human race, "the general use of which," Pliny remarked, "polishes and immortalizes man."

A manuscript which appears to have been written in 572, upon a roll of papyrus eight and one half feet long and one foot wide, is now in the British Museum. The longest known specimen of this kind of paper, thirty feet long, is seen in Paris.

In 1823 a roll of papyrus, measuring eleven inches in length and five in circumference, was found in the island of Elephanta, in the East Indies. It contained a portion of the Iliad, written in large capitals, such as were used in the time of the Ptolemies and the early Roman emperors. The time when papyrus wholly ceased to be used is not certainly known; but Eustathius, the scholiast on Homer, says it passed out of use before 1170.

Parchment. Herodotus, in 440 B. C., alludes to the general use of parchment among the Ionians at that time, under the name of sheep and goat skins. About 200 B. C., an improved method of preparing parchment was adopted at Pergamos, which afterwards led to the supposition that it was invented there, and hence it took its name.

In 650, the intercourse between Egypt and Rome having been interrupted by the Saracens, the supply of papyrus from the former country became very small. Before that event, all the public records in Rome had been executed on papyrus; but afterwards parchment was substituted.

As early as 1280, diplomas were universally written on parchment, throughout England and Germany. Paintings, dated 1500, and executed by Julio Clavo on parchment, are now to be seen in the Vatican. The art of painting on parchment was commonly practised before oil painting was invented. Many of the old manuscripts were brilliantly illuminated. Parchment, as all know, is still extensively used for state papers, diplomas, etc.

Cotton. The manufacture of cotton paper is supposed to have originated in Tartary, whence, in 704 A. D., it was brought by the victorious Arabians.

During the eighth and ninth centuries, the bulls of the popes were written on cotton paper. A manuscript written on the same material, dated 1049, is seen in the Bodleian Collection in the British Museum. The oldest cotton manuscript in the royal library at Paris is dated 1050.

At Toledo, in 1085, the Spaniards made paper from cotton rags, instead of the raw cotton which had previously been used. Cassiri states that there are in the palace of the Escurial, near Madrid, manuscripts on both cotton and hemp, written prior to the year 1200.

Linen. The aphorisms of Hippocrates, in Arabic, bearing date of 1100, has been pronounced the oldest specimen of linen paper that has become known. A treaty of peace between the kings of Aragon and Castile, dated 1178, is the oldest specimen of linen paper used in Spain, having an authenticated date. The Moors, on their settlement in Spain, where cotton was scarce, are said to have made paper of hemp and flax.

A document, with seals preserved, dated 1239, and signed by Adolphus, Count of Schaumberg, proves that linen paper was early introduced into Germany. The earliest French manuscript on linen is dated 1314; the earliest English, 1320.

A few facts in regard to other materials. In 94 the bark of trees, old silk rags, and hemp were used. In 600 the Longobards used bark paper for the imperial protocols. The following lines, translated from a French romance, written about 1376, show that wax tables were even then in use: —

> "Some with antiquated style
> In *waxen tablets* promptly write;
> Others with finer pen the while
> Form letters lovelier to the sight."

In 1646, a certain Jesuit boasted of having made paper from asbestos. In 1756, a Frenchman exhibited paper made of bark, leaves, and wood, and in the same year a German made paper of straw. In 1786, the works of Marquis de Villette were printed

in London on paper made of marsh mallow, and at the end of the book were specimens of paper made of the nettle, hops, moss, reed, conferva, couch-grass, spindle-tree, wayfaring-tree, elm, lime, yellow willow, poplar, oak, burdock, coltsfoot, and thistle.

In 1800, the Marquis of Salisbury presented to the King of England a book printed on straw paper. In 1802, a patent was granted for making paper from the husks of Indian corn.

Finally, in 1855, Mr. Beardsley, of Albany, succeeded in making beautiful white paper from basswood. Since that time basswood has been very extensively used in the manufacture of printing-paper. Many of the most important newspapers in the United States are now printed upon paper which is made largely of this material. Paper thus made is readily recognized by its peculiar stiffness, and the rattling noise it makes when handled.

Ordinary printing and writing paper is now made chiefly of cotton rags. Bank-note paper consists mostly of linen.

Paper Factories. There was at Samarcand, in 648, a manufactory for making paper similar to that long in use among the Chinese. A paper factory was established at Padua in 1340. Factories were built in France about the same time. In 1390, Ulman Stromer established a large mill at Nuremberg, in which Italian workmen were employed. This was the first mill known to have been built in Germany to make paper from rags.

In the privy-purse expenses of Henry VII of England, this entry is found, bearing date 1498: "For a reward yeven at the paper mylne 16s. 8d.," showing that paper mills were built in England at an early period. Nicholls, in his "Progresses of Queen Elizabeth," gives a *poem* with the following title: "A description and plain discourse of paper and the whole benefits that paper brings, with rehearsal, and setting forth in verse a paper mill built near Dartforth by an high German, called Master Spillman, jeweller to the Queen's Majesty." A royal subject for a poet, truly.

As early as 1658, the French paper-makers had acquired such superiority over those of other nations, that they supplied Spain, England, Russia, Holland, and other parts of Europe with their best printing and writing paper. In 1700, there were no less than 400 paper mills in two provinces of France.

Peter the Great built a mill at Moscow in 1712.

In 1714 a paper mill was erected on Chester Creek, Delaware, which is still in operation.

The General Court of Massachusetts, in 1728, granted a patent to a company for manufacturing paper, on condition that they should make in the first fifteen months one hundred fifteen reams of brown paper and sixty of printing paper; the second year, fifty reams of writing paper additional; and the third year, and afterwards yearly, twenty-five reams of superior writing paper additional, and the total product should *be less than five hundred reams a year!* The market would not be overstocked at the present time by that amount of paper! Three years afterwards, Daniel Henchman exhibited to the General Court a sample of the paper made under the patent. At the breaking out of the Revolutionary war, there were but three paper mills in Massachusetts.

Miscellaneous facts. In 1333, Peter II, of Valencia, issued a command to the paper-makers to make better paper under pains of punishment.

About 1540, Henry VIII, of England, out of his hatred to the pope, used letter paper the water-mark on which represented a hog wearing a mitre.

Fuller, writing of paper in his time, 1661, says "it partook in some sort of the character of the country which made it; the Venetians being neat and courtlike; the French, light and slender; the Dutch, thick, corpulent, and gross, sucking up ink with the sponginess thereof."

The "Boston News Letter," of 1769, announces that the bell-cart will go through Boston before the end of the next month to collect rags for the paper mill at Milton, and gives the following poetical exhortation:—

> Rags are as beauties which concealéd lie,
> But when in paper, how it charms the eye;
> Pray, save your rags, new beauties it discover,
> For paper truly every one's a lover;
> By the pen and press such knowledge is displayed
> As would n't exist if paper was not made.
> Wisdom of things mysterious, divine,
> Illustriously doth on paper shine.

A book made in Holland in 1772, containing more than sixty specimens of paper made from as many different materials, can be seen at the Smithsonian Institute, Washington.

Numerous other facts in regard to the history and manufacture of paper might be given, but the foregoing are probably more than sufficient.

D. B. H.

GLEANINGS.

To The Editor of the "Teacher":

When I had the honor of occupying your chair Editorial, I had not always the good fortune to secure for my own contributions to its pages a quite unanimous approval. But the department of the paper entitled Gleanings, into which I used to gather scraps and fragments from my educational reading, was, I believe, universally popular. As I have nothing of my own which I care to send in response to your invitation to write for the "Teacher," I send you a contribution to that department, and suggest that you may have other readers, who, though not disposed, for want of time or for any other reason, to write original matter, may make their reading useful to others in the same way.

W. P. A.

COMPULSORY EDUCATION.—"If we lament, as we must, that our school teaching, after all the pains that have been bestowed upon it, has not produced adequate results upon our population, it may be that too large a proportion of time has been spent in teaching subjects in which the poor do not feel, and can hardly be expected to feel, any great interest. And when I read, as we have all read lately, so much of the controversy whether or not education is to be made *compulsory*, I feel disposed to say, do let us try first what we can do by making it *popular*."—*Fearon; What to Learn.*

TEACHING LANGUAGE.—"The idea of teaching the mother-tongue by means of a manual of Grammar would probably never have presented itself to the mind of any one, if Latin had not been for so many centuries the foundation of our system of instruction. Our first French grammars were imitations of Latin grammars; and though, little by little, we had eliminated from

them the Latin rules which have no application to the French, yet the spirit of the method none the less remains. . . . I have no intention of criticising these books, . . . but it is too clear that they allow the best part of language to escape, and that to relegate children to the study of them, and allow them to believe that they are thus learning their mother-tongue, is not less unreasonable than it would be to undertake to form poets by explaining to them what a verse is, or what a hemistich is, or by teaching them the rules of rhyme and caesura, and describing the different species of strophes." — *Bréal, Quelques Mots sur l'Instruction Publique en France.*

THE DELIGHTS OF LEARNING. — "A friend writes me: 'I retain no more melancholy recollection than that of a certain great gate over which was written in large letters, *Collegium*. Those great melancholy walls, those verdureless courts in which we took our recreation, stand side by side in my memory with thoughts of barracks and of hospitals. Every morning I took my way to them as a condemned criminal goes to his prison. I still see the school-room with its greasy lamps and the not less greasy master seated at his desk. I learned nothing in the accursed place, — all was weariness, apprehension, and torture, — and it is only with head bent down that I can now bear to pass its walls.'

"I ought to add that my friend is not a melancholy man, and that he did not continue either idle or ignorant, but later in life got an education for himself under very difficult circumstances, and has succeeded, after long effort, in securing an honorable place in society. Was it his fault or that of his teachers that he failed to taste the fruits of an instruction, the loss of which he has never ceased to regret?" — *Champfleury; Les Enfants.*

USEFUL KNOWLEDGE. — "Given the facts of age, of irregularity of attendance, and of numerous classes, there is no alternative open save to select for the purposes of training and discipline those subjects a knowledge of which is most essential to the practical and immediate needs of the child's future life. . . . Reading, writing, and arithmetic must form the groundwork of all purely intellectual primary instruction; nay more, every other subject must be subordinated to the paramount claims of

these. But precisely at this point *education as such* insists on being heard in relation to these subjects, and the art of teaching steps in with its suggestions, its aids, and its methods. At first sight, necessity seems to subvert the very idea of education in any large sense, by compelling almost exclusive attention to certain technical acquirements : but the art of teaching intervening demonstrates that even these technicalities will fail to be taught with practical effect unless they be taught in such a practical way and in so large and comprehensive a spirit as will virtually subordinate them in their turn to the idea of education. . . . To teach physiology and political economy would be absurd, simply because there is no time for them, and because the teacher, if he abstracted the time from other subjects, would waste himself in the futile effort to build up in an unripe mind a pseudo-scientific knowledge, and in laying foundations which the time, age, and circumstances under which he worked would prevent ever rising above the level of the ground. [Is not this unfortunately a too accurate description of much so-called scientific instruction now given in our schools?] But to take up gravely and seriously the three great questions of air, food, and cleanliness, in relation to the three organs, the lungs, the stomach, and the skin ; to show what these organs are, and why they exist, and how they work ; to show that, so far as this natural fabric of ours is concerned, *we are these organs*, and to disobey the divine laws under which alone they can healthfully operate is, in the gravity of its consequences, a moral offence, — to do all this is to enter on a kind of instruction which those familiar with the domestic life of the mass of the people of this country know to have a more important bearing on every higher question of man's life as a spiritual and immortal being than any other save the direct inculcation of spiritual truths themselves. . . . Again, although the duties which a man owes to his family and to the society of which he is a member defy all attempt at explicit teaching unless we enter on the ground of elementary political economy, it is not necessary to go beyond truths obvious and trite. The moralities of getting, spending, and selling involve a whole series of questions demanding detailed and impressive treatment and reiteration. Frugality, economy, saving, life in-

surance, the duty of educating children, if only from purely prudential motives, the social and economical effects of lying and unfair dealing, ought to fall into the moral curriculum of the elementary school as leading subjects. The relation of employer and laborer, a clear understanding of what capital is . . . the causes of the rise and fall of wages, the effects of machinery . . . are all momentous questions for the future operative; and they are attractive to the pupil if properly handled by the schoolmaster." — *Simon Laurie, on Primary Instruction.*

WHAT I LEARNED AT THE MEETING OF THE STATE TEACHERS' ASSOCIATION.

It is not uncommon to hear teachers say that they never get anything new from a Teachers' convention; and if you go into their schools and listen to their recitations, you may be disposed to believe them.

I don't mean that you always find disorderly schools, or that the pupils are not able to give a categorical answer to a great many questions in grammar, geography, etc.

They may be models of regularity and stillness, and the pupils may rank high in a text-book examination. Suppose, for instance, the examination to be in grammar, and to consist of such questions as the following: —

What is case?

How many cases have nouns?

What is tense?

How many tenses have verbs?

I have no doubt the percentage of correct answers will be greater, as marked by the teacher, than would be obtained, if the same questions were propounded to the teachers present at any meeting of the County or State association.

Judging from the discussion at the late meeting at Worcester, I don't believe that any one who spoke there would have had more than fifty per cent marked as correct by a vote of the majority of the association.

Now, if one learns nothing else by attending these meetings, he will certainly learn this, — that almost all matters of educational interest are still unsettled; that what should be taught, how much, and in what manner, are questions upon which the best educators are not agreed, even if the poorest are.

This, then, I may say, is the first, and perhaps most important thing to be learned in attending Teachers' conventions. Shut up in our own school-rooms, confined to text-books introduced by the school committee, we are in danger of dealing with subjects as with fossils, until we ourselves become fossils. But when we listen to a discussion like that at Worcester, on grammar, we learn, not only that almost everything connected with it is unsettled, but we get hints and ideas that incite us to closer inquiry, and aid us in the enlargement of our ideas on the subject.

For our own sake, if not for that of our pupils, we need, perhaps more than anything else, to be brought face to face with our equals, in the discussion of these subjects.

Teachers' conventions are the best antidotes to that dogmatic tendency mentioned by President Chadbourne, fostered by the relation of the teacher to the immature minds of his pupils. Nor is it disrespectful to teachers to say that this disagreement exists. It is a compliment.

Time was when the theology of Christendom was settled. To doubt was heresy, and, literally, a *burning* shame. How is it now? Does the diversity of belief show that the present generation know less of our relations to God, to duty, to humanity, than our ancestors?

We were present, a few days since, at a meeting of some dozen physicians with the board of health in one of our cities, when the question of arresting the progress of small-pox was the theme. Of course, the question of vaccination and revaccination came up, and there was about the same diversity of opinion expressed that we heard on the subject of grammar, to which we have already referred.

This diversity, then, is not peculiar to the teacher's profession. It is found in all professions, and is an essential condition to progress.

Whoever goes to a convention with the expectation of getting a recipe by which, if strictly followed, a good school will be the result, will, undoubtedly, be disappointed. Were it otherwise, conventions would be unnecessary. We might have a little book, after the fashion of cook-books, containing recipes for discipline and instruction in primary, grammar, and high schools and colleges, as the cook-books have for all sorts of meats, cakes, and pastry.

But even in the culinary department of industry, we think some experience will be found necessary in order to produce satisfactory results; and we doubt if any two first-rate cooks can be found who compound their ingredients in precisely the same manner.

The teacher, however, who goes to a convention to compare his theories and experience with those of others, who feels that though successful, he has not attained the highest success possible, and is willing to admit that others may have been, in some respects, more successful than himself, will be very likely to get hints and suggestions that will be of great service to him in improving the methods of discipline and instruction in his school. It should be understood, however, that it is only by a process of mental digestion and assimilation that these hints and suggestions become of value. Conventions are not slop-shops where ready-made habits of any kind can be obtained to fit teachers of all shapes and sizes. They are rather furnishing stores where almost every conceivable article can be obtained; but every teacher must make his own selection, discarding what is not becoming to him, and taking whatever can, with good taste and propriety, be useful in his pedagogical outfit.

THE TENDENCIES OF THE ENGLISH LANGUAGE.

IN every living language there is movement, and no one can teach the grammar of a language unless he knows how the current is setting. He must know what are the old forms, and what the new. Thus a pupil asks his teacher how to pronounce the word "chivalry," or how to spell "revery or reverie," finding authority for either method of spelling, and for two methods of pronunciation.

How does the teacher answer? Does he say, "I like 'chivalry,' or I prefer 'ie' to 'y,'" and drop it there? Or does he make the question the occasion of showing that all words introduced from a foreign language, more or less gradually change their accent, or orthography, or the sounds of some of the letters, in accordance with English analogy, and thus become anglicized?

If he tells the pupil this, and shows him that the French "chevalerie" has taken the English accent and English orthography, and is now striving to complete the process of anglicizing by assuming the English sound of "ch," he has taught more than was asked, and given a clew to a large part of the words whose orthoëpy or orthography is unsettled.

Or, again, if the pupil say, "I find that while 'chivalry' and 'chivalrous' have taken the English accent, and the English sound of 'ch' is permitted, the adjective 'chivalric,' according to Worcester, has not kept pace with the other forms. How do you account for this?" I suppose a competent teacher would say that this indicated that "chivalric" was not in so common use as "chivalry" and "chivalrous."

Pupils who think, not unfrequently ask which form of the perfect participle is preferable, "held," or "holden," "got" or "gotten"? or of the past tense, "sang" or "sung;" "shrank" or "shrunk"?

When this question is asked, much more than this specific question may profitably be answered. Attention may be drawn to the fact, that in our regular formation, there are but two forms of the verb; and that those irregular verbs that resist all attempts to make them regular, still seem willing to compromise the matter by discarding one of their three forms, — sometimes that of the past tense, as in "sing, sang, sung," and sometimes the past participle, as in "drink, drank, drunk." By looking over the list of irregular verbs in most grammars, it will be seen that this tendency has already rendered many old forms obsolescent, if not obsolete, notwithstanding the efforts of grammarians and rhetoricians to retain them.

In nearly every text-book on rhetoric since the time of Addison, among the exercises in false syntax, will be found examples of this nature, but all these efforts have been unavailing to check the tendency.

What would the "schoolmaster" say, if some one should venture the suggestion that the time may come when "I done it" will be good English? Would the shock probably be greater than would have been felt if the same suggestion had been made to grammarians fifty years ago with reference to

verbs that have since discarded one form, and used another in its place? I certainly should do nothing to hasten it, but it is already the language, not only of boys, but of many men who, in most respects, speak coreectly; and is not unfrequently found in the newspapers.

Some may say that it is not boys, and unlearned men, and newspapers, that decide grammatical questions of this kind. But it is. Learned men introduce words from foreign languages, but they do not make them English. As long as they have the exclusive use of them, the words are not anglicized. Witness "medium" and "index," which still retain their Latin plural in the classes in natural philosophy and algebra. What classical scholar would have dared to give an English plural to "memorandum"? But the moment the word fell into the hands of expressmen, they made memorandums. Thus we see, that while we are indebted to scholars for the introduction of many words which have enriched our vocabulary, it is to the unlearned that we must look to reduce them to English analogies. Language is much more democratic than some seem to imagine, and it is found here, as in civil government, that the common-sense of the many is wiser than the learning of the few.

ODDS AND ENDS.

LANDOR calls Æneas a hero fit only to invade a hen-coop.

WOLF was fond of quoting this saying of Aristotle: "*Recte studet qui sibi et vitae studet.*"

HERMANN, the great classical scholar, would smoke twenty-six pipes of tobacco over the Iliad in a single day.

I AM fully convinced of the value of literary studies for culture, but I do not believe that they are the best suited to give depth and power of mind.

Is there an inherent and essential inapitude in the female mind for reasoning? I do not think so; but at any rate I am satisfied that the education of girls would be much improved by a more thorough course in geometry.

THE fondness of children for alliteration is very noticeable. The other day I heard a boy call another, with whom he had been quarrelling, and who was extraordinarily tall and slim, a "long, lean, lank, lazy loon."

IT is singular that we are particular to say *horsewoman*, though we call the killing of a woman *manslaughter*. Thus I read some time ago in the "Boston Journal," "Dr. Ripley is on trial for manslaughter in causing the death of Mrs. Martin."

HERE is a maxim for the civil service reformers, which I find in my notebook, transcribed from the Koran: "A ruler, who appoints any man to an

office, when there is in his dominion another man better qualified, sins against God and the State."

A SOPHOMORE coming from Harvard Hall, where his "annual" had goaded him to desperation, was heard to declare — in language equally deserving immortality with Caligula's — his wish that the whole of mathematical science might be condensed into one lesson, that he might "dead" on it at once.

IN one of Carlyle's essays he tells of a shrewd town clerk, who, on the occasion of the founding of a seminary, when the question arose, "How shall the schoolmasters be maintained?" delivered this brief counsel: "D—n them, keep them poor." It is fortunate that no school committees with us act on that principle.

WHEN Senator Sumner makes another speech on nepotism, he will find a more apposite motto than he chose before, from Plato, in Landor's Pericles and Aspasia. Alcibiades writes to Pericles, "Would you wish any one to say, 'Pericles takes care of his own relatives'? This ought only to be said of the vilest men in the worst governments."

THERE is a word of fourteen letters in the Anabasis which requires exactly the same number of words in English to express its meaning perfectly. Xenophon tells how the Carduchi rolled down great stones from the heights, as the Greeks passed along, and these stones, he says, striking against the rocks, "broke in pieces, and flew in all directions, like missiles hurled from a sling." It would be difficult to find a more notable example of the power of condensed expression, which is an eminent characteristic of Greek.

"I INTENDED to have told." Are such expressions to be condemned? I have observed them in a good many of the best English authors, as Ruskin, Helps, Stanley, Leigh Hunt, Carlyle. If you say yes, what will you say of "ought to have done"? *Ought* has the sign of the past, as much as *intended*, I suppose Cicero knew what was correct Latin, and he has *factum esse oportuit.* And Virgil uses an expression even more objectionable, *indulsisse vacat;* this last, I confess, seems to me to defy analysis.

IT is interesting to observe how experience is gradually teaching us, what the Romans also learned by the logic of events, the inherent weakness of a democratic system of government. All works well in fair weather; but when a storm comes, it is found that a captain is needed, whose commands must be obeyed promptly and without question. So in the great rebellion we recognized the necessity of the almost dictatorial power which the president wielded. And when a pestilence rages, and the regularly constituted authorities are unable to grapple with it from dissensions and irresolution, we find, as Homer says, "the rule of the many is not a good thing," and we arm two or three men with almost absolute power.

I AM sure mothers and nurses might make some useful contributions to one branch of comparative philology by carefully noting down instances of the substitution of one letter, or class of letters, for another by very young children. That the Latin interrogative pronoun *quis* and the Greek *tis* had a common origin, and are only different forms of the same word, appears evident enough, when one notices that a little child says "*tis* me" for "*kiss* me." Important differences in national traits frequently crop out in single words. When Thersites was beaten in the assembly by Ulysses, "and sat down, looking foolish, and wiped away the tear," the spectators enjoyed the sport and laughed at the luckless Thersites, but not, as we should be sure to say and do, "heartily"; Homer's word is "pleasantly," "merrily."

C.

SHALL WE BURN OUR GRAMMARS?

A WRITER in the "Chicago Standard" winds up an attack upon the use of grammars, etymologies, etc., in some of our schools, with the following remarks: —

"In studying English, then, we want, most of all, to be brought into the living presence of the masters of English. We do not want endless grammars, rhetorics, logics, histories, so much as we do acquaintance with one or two great writers who may form our tastes and develop our judgments correctly. By their example, we may learn the principles of criticism in such a way that they will be of practical service to us; will guide and help and support us, instead of being thrown off, sooner or later, as worthless rubbish."

All this sounds very well, and is in accordance with a good deal of superficial, fallacious talk which we hear now and then at some of our so-called educational gatherings. This writer refers us "to the *masters* of English" for our means of studying English, — for the formation of our style, etc. But who are the masters? Formerly Addison was accounted one. Is it not Johnson who tells us to give our nights to the study of Addison? But his writings are now regarded as full of violations of grammar. Shall we commend Shakespeare, Gibbon, Macaulay, Milton, Irving, as masters of English? Surely none of these are exempt from error. Generally correct, they are far from infallible. Is it not much wiser to say to our youth, "Call no man master in the matter of English grammar. Study the science itself in its principles, — not merely as it is practised by this or that writer. Be your own grammarian, and have a reason, beyond that of the mere parrot, for the forms you use. As William Cobbett truly remarks: "Grammar teaches us to express our thoughts so as to defy the ingenuity of man to give to our words any other meaning than that which we ourselves intend them to express." If grammar has any value, it is because of this.

A good work was done by Cobbett in showing up the grammatical blunders with which the writings of the "great masters" are filled. To talk ungrammatically is simply to talk nonsense, — to say what we do not intend to say. Many a lawsuit, as everybody knows, has been caused by some ambiguous expression, growing out of an ignorance of the laws of grammar,

in the composition of some legal document. In England, in the year 1862, an expensive lawsuit took place, which never could have arisen but for the omission of the little word *to* in a nobleman's will. It is time that teachers of youth should impress it upon those under their charge, that the true way is, not to form their style after the pattern of any so-called model or "master," but simply to study to express themselves with the greatest economy of words in such a manner that the "ingenuity of man" cannot make their meaning other than what they intend it to be. To do this they must know something of grammar so far as it is an absolute science; and all this talk about doing away with grammatical and etymological instruction, and acquainting themselves instead with the "great masters of English," is based on fallacies.

The best style is that which is an outgrowth of sincerity. He who has something to say, and knows what correct English *is*, need not trouble himself about style, or balance his sentences after the fashion of this or that "great master." His only study should be to say *what he means*,—and say it in the fewest words,—for there is a species of insincerity in verbosity. The sentences will all be right, if, while they do not violate the laws of grammar, they are innocent of all superfluities and mere flourishes.

He who knows grammar will not be likely to undervalue its importance. "Too many persons are satisfied," says Harrison, "if they can but find a certain phrase *absolutely in print;* they are more than satisfied—they are *triumphant*, if they can appeal to an author of reputation. Such a practice must ever have a tendency to perpetuate error. *That which is right is right, without any authority at all;* and that which is wrong cannot be made right by any authority. If we look back to many of the standard authors even of the last century, we shall find that they abound in grammatical errors, in almost every conceivable form."

A writer in "Blackwood's Magazine" says: "With the single exception of Mr. Wordsworth, who has paid an honorable attention to the purity and accuracy of his English, we believe that there is not one celebrated author of this day who has written two pages consecutively without some flagrant impropriety in the grammar."

In connection with this subject we cannot too earnestly commend the introduction of the study of historical etymology, or the genealogy of words, into our schools. Words are often grossly misused because of an ignorance of their derivation; and this fact has been forcibly set forth by John Stuart Mill, who says: "So many persons, without anything deserving the name of education, have become writers by profession, that written language may almost be said to be principally wielded by persons ignorant of the proper use of the instrument, and who are spoiling it more and more for those who understand it." He instances the cases in which such words as *transpire* have been wrenched from their original meaning and misapplied by "illiterate writers, who seize and twist from its purpose some form of speech which once served to convey briefly and compactly an unambiguous meaning." The mischief that is thus done is much greater than superficial readers can imagine.

MEETING OF THE SCHOOL SUPERINTENDENTS.

THE following programme of studies was presented to the School Superintendents, at their meeting at Worcester, December 26, 1872, by Thomas Emerson, Superintendent of Schools in Newton.

The programme includes nine classes, the work of each class covering a period of one year.

The classes are numbered from one to nine, the lowest primary being the first, and the highest grammar the ninth class.

The time per week allotted to each study or exercise is indicated by the number annexed; the whole number of school hours per week being twenty-five.

FIRST CLASS

	Hours.		*Hours.*
Reading	10	Music	1
Printing (first half of the year),		Morals and Manners	½
Writing (last half of the year),	2½	Physical Exercises	1½
Oral Instruction	2½	Opening Exercises and Recesses	3½
Drawing	1		
Spelling	2½		

SECOND CLASS.

	Hours.		*Hours.*
Reading	8	Music	1
Writing	2	Morals and Manners	½
Oral Instruction	2½	Physical Exercises	1½
Arithmetic	2½	Opening Exercises and Recesses	3½
Drawing	1		
Spelling	2½		

THIRD CLASS.

	Hours.		*Hours.*
Reading	8	Music	1
Writing	2	Morals and Manners	½
Oral Instruction	2	Physical Exercises	1½
Arithmetic	3	Opening Exercises and Recesses	3½
Drawing	1		
Spelling	2½		

FOURTH CLASS.

	Hours.		*Hours.*
Reading	6	Spelling	2½
Writing	2	Music	1
Oral Instruction	2½	Morals and Manners	½
Arithmetic	4	Physical Exercises	1
Language	2	Opening Exercises and Recesses	2½
Drawing	1		

FIFTH CLASS.

	Hours.		*Hours.*
Reading	6	Spelling	1½
Writing	2	Music	1
Oral Instruction	2½	Morals and Manners	½
Arithmetic	4	Physical Exercises	1
Language	2	Opening Exercises and Re-	
Drawing	1	cesses	2½

SIXTH CLASS.

	Hours.		*Hours.*
Reading	6	Spelling	1½
Writing	2	Music	1
Oral Instruction	2	Morals and Manners	½
Arithmetic	4	Physical Exercises	1
Language	3	Opening Exercises and Re-	
Drawing	1½	cesses	2½

SEVENTH CLASS.

	Hours.		*Hours.*
Reading	4	Spelling	1½
Writing	2	Music	1
Geography	4	Morals and Manners	½
Arithmetic	4	Physical Exercises	1
Language	3	Opening Exercises and Re-	
Drawing	1½	cesses	2½

EIGHTH CLASS.

	Hours.		*Hours.*
Reading	4	Spelling	1
Writing	1	Music	1
History	2	Morals and Manners	½
Oral Instruction	2	Physical Exercises	1
Arithmetic	4	Opening Exercises and Re-	
Language	4	cesses	2½
Drawing	1½		

NINTH CLASS.

	Hours.		*Hours.*
Reading	4	Spelling	1
Writing and Bookkeeping	1½	Music	1
History	3	Morals and Manners	½
Oral Instruction	2	Physical Exercises	1½
Arithmetic	3	Openings Exercises and Re-	
Language	4	cesses	2½
Drawing	1½		

A lengthy discussion resulted in the following modifications of the plan: 1. Oral instruction in geography is to be given in the fourth and fifth classes. 2. The text-book on geography is to be required in the sixth and seventh classes. 3. The text-book on grammar is to be studied in the seventh, eighth, and ninth classes, in connection with the exercises in language.

QUERIES AND NOTES.

How many teachers are there in the State of Massachusetts?

According to the last report there were 8,235; males 1,049, females 7,186; but then they did not all *teach;* many only heard lessons from books.

Is it well to reprove a pupil before the school?

I think not. When an offence is committed by the often thoughtless pupil, the teacher perhaps merely catches a glimpse of the improper action, and it may be simply a resultant of several previous actions by the others. He feels disturbed in his mind, and at once opens upon the more innocent offender perhaps, who feels injured at any injustice that may be dealt out to him in the hurry and excitement.

The scholars, all interested, see the injustice, and the teacher's authority is impaired.

A better way would be to adjourn the case till all excitement is past, and then privately ask the pupil all about it. Try the case, and sentence at leisure. A prompt judiciary should be avoided in the school-room. A scolding tone should never be heard by the pupils whom you are moulding. A "righteous indignation" should never be indulged in. "Hasty words stir up strife."

What about dates?

They are very indigestible — those with figures in them, I mean. I would let them mostly repose in the safe repositories of encyclopædias. Never burden the minds of children with the dates of unimportant events. There should be no special effort made to remember what your library will keep so nicely. The most important will crawl into the mind of their own accord. I knew a man once who had a genius for remembering dates; but his mind was as dry of all attractive knowledge as a Sahara, without an oasis.

How do you teach spelling?

I tried an experiment the other day, as follows: Selecting a class of about fifty scholars, average age about ten years, I gave them a column of words from the speller and told them to "go in and win." They studied twenty minutes and did their "level best," thinking that I was about an examination. I then pronounced the words carefully to them, and they spelled them upon their slates. The teacher examined the slates and reported the percentage of correct spelling to me of each scholar, and I wrote it opposite the name of the pupil and got the average of the class, which was, I think, about eighty. The next day, at the same time, I called upon the same class and selected a column of words just as difficult as those of the previous day, and commenced in this way: First, I pronounced the words to the class, then the class pronounced them to me, then I called up those whose spelling was the poorest the previous day, separately, and let each one pronounce each word; spending the twenty minutes in this way,

instead of the usual method of studying. The words were then spelled as formerly, and the result was nine per cent in favor of the last method. And I can add that the pupils were more interested; they had learned much more of the pronunciation of the words. It showed me that calling over the name-sounds of the letters, gave them in many cases no clew to the pronunciation.

I have tried the experiment several times since, with results always in favor of the latter method.

MUSIC AND MORALS. — It is unnecessary to tell a people whose hearts are yet thrilling with the great International Jubilee that Music is one of the most subtle and powerful methods of moral instruction. There is nothing in this world like the singing of children; and no where do children sing as in our common schools. In the home, the choir, the concert, the Sunday school, we oftenest hear the harmony of children trained in similar conditions of society. But when a hundred little ones, called to the school-house from the palace and the cellar, from all civilized lands, representing every human grade of culture and faith, unite in a patriotic song, or a grand, simple religious hymn; then voices are heard calling out from that deep of music to the far-off future, and he must be indeed a barbarian who is not moved out of himself thereby.

A rigid reform is demanded in the selection of music for our common schools. A great deal of it is puerile, too much is beyond the capacity of children, some of it can be accounted for only by the perverse desire of the special teacher to exhibit his musical menagerie. We need more songs of home, of country, of simple praise to God and love to man. We need less drill over the science of music and more actual singing that shall knit together the souls of the scholars into a loving community.

I know not how I should have lived through ten years of the strange experiences and crushing and confusing toils of professional life in a great western city, could I not have been almost every day lifted up and cheered by the wonderful singing of the children in the Cincinnati Common Schools. For often, when every thing in that turbid drift of humanity we call society, in the valley of the Ohio, seemed whirling beyond my power, and I could not see ahead the length of the ship I steered, on passing a school-house, a wave of song would come surging out through an open window, hushing the noisy street, arresting the hurrying crowd; as if the gates of the better-land had swung half-open, and for a moment we heard the dwellers within chanting — "Glory to God in the Highest, and on earth peace, good will to men." Marry your highest moralities to childhood's music, and young America may yet sing itself within sight of the millennium in this New World. — *Rev. Dr. A. D. Mayo.*

INTELLIGENCE.

MASSACHUSETTS.

THE STATE NORMAL SCHOOLS closed the second and third weeks of January, and all closed with the ordinary exhibitions, which show a continued growth. The new building at Worcester entirely eclipses the other four in point of location, architecture, and convenience. It is the only stone building. It is expected that efforts will be made to establish this on a different basis from that of the other schools, introducing special features from the German schools.

The next term of the Framingham school commences Feb. 20; the Bridgewater, Feb. 18; the Westfield, Feb. 13; the Salem, Feb. 11.

If all the young ladies and gentlemen who are anxious to obtain situations as teachers were as anxious to be *fitted* for the duties of teachers, we think the rush of applicants would be less upon school committees and more upon these excellent schools. This remark, though calculated, as the almanacs say, for the meridian of Salem and Bridgewater, will apply with equal force to Framingham and Westfield.

BOSTON. —Miss Jennie Collins is agitating the question of establishing a kitchen school. —— J. D. Philbrick, Esq., and Mr. George A. Smith have been on a visit to Washington and other cities, examining the school systems, comparing them with Boston schools, in order to perfect our system. —— The Report of Mr. Philbrick as superintendent of the city schools is unusually interesting, being well filled with reliable statistics and valuable suggestions. Every teacher who can secure a copy will be benefited by its study. There are 318 schools with 1,001 teachers and 36,284 pupils, taught at an expense of $1,314,380, or an average cost of $33.57 per scholar. The teachers in the Primary schools have an average of 42 scholars; in the High school 25 scholars, costing $80 per scholar. The evening schools progress finely, and the study of drawing is gaining a larger place each succeeding term. A new interest is manifest in the schools for teaching sewing. Mr. Philbrick compliments in the highest terms the increased attention paid to physical education, and urges still greater exertions in this direction. He hopes the practice of studying at home will be done away with to a great extent.

The forty-fifth annual exhibition of the Chauncy Hall School at Music Hall was a very pleasant occasion for the friends of this time-honored school. —— The alumni of the English High School have established a social reunion, the first of which was held in January.

CAMBRIDGE. —The School Committee have taken an important step in asking an investigation relative to the provisions for escape in case a fire occurs in any school building. —— Mr. John D. Billings, Grammar Master, and Superintendent Hale went down to Bridgewater at the last examination, and selected Miss Lottie B. Young and Emma J. Hale as teachers for the city.

CHELSEA. — Prof. Oscar Chute, of the Michigan Agricultural College, is delivering some lectures on spectrum analysis, to the High school scholars and their friends, in the hall of the new High school house. It is to the credit of the teachers that nearly all attend.

CHARLESTOWN. — Richard L. Conway, a recently elected member of the School Committee, has since died. —— Miss Louisa F. Parsons has resigned her position as assistant in the Charlestown High School, to take a place in the Providence

High School, at $1,150 salary. —— Miss Anna M. Wilde, recently an assistant in the Bridgewater High School, has been appointed assistant in the Charlestown High School, to fill the vacancy caused by the resignation of Miss Parsons.

SALEM. — The Essex Institute celebrates its twenty-fifth anniversary, March 5. A banquet is to be held to be participated in by the leaders.

NEWTON. — A new school-house has been erected at Newtonville, on Crafts Street, and another at Newton Highlands. This necessitates the selection of several new teachers. Superintendent Emerson has a happy faculty of finding the best, and keeping them. Newton is second to no town in the quality of her teachers, and she deserves good teachers, for none use them better.

MALDEN. — Mr. Littlefield, who has taught the West school so successfully the past year, resigns at the close of the year to continue his studies. The school and town meet with a loss.

WAKEFIELD. — Miss Ella Pinkham, formerly of Melrose, has a school in the village.

The subject of having a superintendent for two or three adjoining towns, of which this shall be one, is talked of, and it is a good plan.

BRIDGEWATER. — Mr. Drake has so far recovered from his recent illness as to resume his duties in the high school. The Academy continues to flourish under the instruction of Mr. Cyrus Jordan. The Normal School recently closed a prosperous term. Mr. George Washburn, a graduate of Brown University, is teaching the High-street grammar school. A lawsuit was the result of a small boy's carrying an old gun to school, and threatening to shoot the master, at Prattville.

HAVERHILL. — We regret exceedingly the serious unpleasantness in this city. The facts as they appear are these: The high school was left vacant in July by the resignation of Mr. J. A. Shores, who was elected to a prominent position in Connecticut. The committee selected Mr. Ira Waldron, of the Edson Grammar School, Lowell. Mr. Waldron brought satisfactory testimonials of his school-work in Columbus Ohio, Dover, N. H., Lowell Commercial College, and a Grammar school. A combination of circumstances rendered the situation an unpleasant one for Mr. Waldron, and resulted in a petition from the citizens for his removal for alleged causes, which when proved appeared very trifling, and after a long and tedious hearing, Mr. Waldron was retained by the committee; but he deemed it wise, for reasons which are unknown to us, to resign the position. If all this adds to the profit of the school, we shall be greatly surprised.

HYDE PARK. — A new school has been organized, and named "Greenwood School." It is situated near the Clarendon hills. This is of the same size and design as the other two buildings recently built; each is large, pleasant, and modern. Misses L. S. Currier, A. P. Barnes, and M. E. Libby have been already assigned to this building; the latter two are from Maine, having been recently elected. —— Miss Lucy A. Kimball, second assistant in the Damon school, has resigned, to accept a similar position in Charlestown. —— Miss Phebe W. Tracy, of Waltham, is elected to fill the vacancy. —— Mr. H. J. Whittemore, of Londonderry, N. H., is elected teacher of music. —— The citizens, committee, and teachers are working earnestly and harmoniously for the welfare of the schools.

THE high school alumni of Westboro' have organized with R. E. Deerfield as president. —— Mr. J. H. Kane, of West Stockbridge, has resigned the position of teacher in the Catholic School. —— The town of Gardner is about erecting a nice building for the accommodation of the high and grammar schools. —— The town of Stockbridge has arranged for a free

school building in that village. —— Stow is greatly excited over a lawsuit against the town for the debt contracted by a school district previous to its abolishment by the legislation of 1869.

Miss Mary L. Wheeler, a graduate of Bradford Academy, has been elected principal of the school at South Lincoln.

College Items. — Harvard has received a gift of $1,000 from Horace Binney of Philadelphia, a gentleman aged ninety-three, and a graduate of 1797.—— Bowdoin Alumni, of Portland, held their fourth annual meeting January 2d, at the Falmouth House, where an enjoyable dinner and good speaking were in order. John Rand, Esq., was elected president for the ensuing year.

Yale Alumni Association of Boston had their annual festive gathering at Parker's. The speaking and letter-reading were unusually spicy and full of reminders of "ye olden time." Sereno D. Nickerson was elected president for 1873.

Harvard has a new semi-monthly college paper called the *Magenta*, which will alternate with the *Advocate*.

The accidental shooting, in Washington, of Dr. W. C. Tilden, professor of chemistry at Harvard, was a sad affair. It is hoped he will recover.

There are 6,291 students in the leading colleges, of whom 2,716 are members of Evangelical churches, and 1,183 are studying for the ministry.

Graduates of New-England colleges living in Cleveland, Ohio, had a reunion the third inst.

Prof. Murray, of Rutters College, has received his official commission as Minister of Public Instruction for Japan.

Harvard students are excited over the fact that two of their number have the small-pox.

Prof. E. W. Hall, of Colby University, is expected home from Europe, prepared to resume his duties near the beginning of the next term.

There are seven female students in the University of Vermont, and their influence on the manners of the classes is shown by the fact that none of the young men are impolite enough to excel them in scholarship.

"Charity begins at Home." — A striking illustration of this maxim, though a little different from the usual application, occurred lately at Harvard University.

A case of small-pox, or varioloid, was reported among the Sophomores. Pres. Eliot, who has on more than one occasion startled the conservative by disregarding precedents, manifested the same spirit on this occasion. Instead of calling a meeting of the overseers to consider the expediency of erecting a pest-house, or sending the young man to the pest-house connected with the Cambridge almshouse,— for which he could have claimed no originality, that being substantially the method adopted by the Mayor and Aldermen in several of our cities,— he promptly sent his own family away, and, providing a competent nurse, put the patient in his own house. We have no recollection of any precedent which could have suggested this, among our municipal authorities, and are disposed to regard it as an original idea with Pres. Eliot.

NEW ENGLAND.

Maine. — The Legislature is considering the questions of Supervision, District Conventions, Teachers' Institutes, and Free High Schools. It is proposed to divide the State into seven districts, with a well-paid superintendent in each, who with the State superintendent shall constitute the Board of Education. No effort will be made to enforce compulsory education, uniformity of textbooks, or increase the mill tax. —— Mr. Josiah P. Higgins, of Dexter, Me., has resigned the office of State Superintendent of Sunday schools.

Vermont. — The State Convention met at Rutland on the 30th and 31st of

January. Burlington seems to be growing rapidly; the number of scholars increased upwards of four hundred last year.

NEW HAMPSHIRE.— The Nashua city government has appropriated fifty-two thousand dollars for a new high school house.

PERSONAL.

B. G. Northrup, LL. D., superintendent elect of the schools of Japan, has been lecturing in the Lowell Institute and before the Boston preachers' meetings. Mr. Northrup has done much for the schools of New England, and will do much for those of Japan; and we are indebted to him for enlightening us of New England upon the practical workings of the educational systems of the world. Japan has recently added $2,000,000 to its grant for school purposes.

GENERAL.

WASHINGTON, D. C.— Since 1860 the amount expended for school purposes has increased from $32,000 to $426,000. The number of pupils is 6,734. There are one hundred and thirty school buildings valued at $485,000. The private schools have 5,704 pupils. They are agitating the establishment of high and normal schools.

NEW YORK. — Dr. J. G. Holland, editor of "Scribner's Monthly," has been elected President of the City Board of Education. —— The legality of taxing property to support high schools, is to be tested in this State.

MINNESOTA.— One of the saddest incidents of the late great storm in this State, was the freezing to death of seven small school children on their way home from school at Fort Ridgely. —— Hugh Jones, at New Ulm, kept forty scholars in the school-house for four days, risking his life daily, in going two miles for food for them.

EIGHTEEN of the cadets nominated for West Point last year, have been nominated for discharge. Are we fitting the boys less thoroughly, or is the instruction becoming more rigid? —— The New York Geographical Society elected Chas. P. Daly, president, at their meeting in January. —— A. Holmes Parker, late of Reading, has been elected a county superviser in Iowa. —— The National Bureau of Education are investigating the subject of educating the Indians in their forest homes. It is hoped some measure will be adopted for training the youthful red man to something besides revenge and the scalping-knife. Where our school systems have been tried among them, as in the New York and Nebraska reservations, they have been attended with success. —— Newton Bateman, Superintendent of Schools in Illinois, recommends compulsory education, in his report to the legislature.—— Rev. Adam Sedgwick, the English geologist, recently died, at the advanced age of eighty-five. —— The recent proclamation of President Grant, prohibiting municipal office-holding by federal officials, does not apply to school committees.

WE stated in our last number, that hereafter one of the monthly editors would furnish matter for the first twenty pages.

That was a mistake, so far as this month is concerned, but not one that takes the responsibility for those pages from all the monthly editors. We hope that for the remainder of the year, the monthly editors will promptly furnish their quota of copy as early as the 15th of the preceding month, and we have the word of the publishers, who are prompt men, that the "Teacher" shall appear on the first day of the month. All teachers know that *tardiness* is a great evil in school, if allowed, and it seems hardly necessary to say that it is not a less evil in a printing-office.

OFFICERS of Massachusetts Teachers' Association for 1872-3: Albert G. Boy-

den, Bridgewater, President; Albert Bunker, Boston Highlands, Rec. Secretary; Wm. F. Bradbury, Cambridge, Treasurer.

THE decision of Judge Wells in favor of Jonathan Kimball, against the city of Salem, for remuneration for services rendered as Superintendent, after the city council abolished the office, gives very general satisfaction: it is well to know that teachers and superintendents have some rights which demand respect.

CAMBRIDGE. — At the meeting of the Board of School Committee, Jan. 30, Rev. Dr. Peabody presided, and the board recommended the appropriation of $183,000 for school purposes, and $55,000 for new buildings. Miss Sarah H. Roberts, assistant teacher in the Allston Grammar school, tendered her resignation.

BOOKS.

THE OCEAN, ATMOSPHERE, AND LIFE. Being the second series of a Descriptive History of the Life of the Globe. By Élisée Reclus; author of the Earth, etc. Published by Harper & Brothers.

The contributions of Élisée Reclus to popular science, in the works of which this is the second series, are perhaps the most valuable that have yet appeared. Beginning with a general description of the ocean, its depth, the level of its surface, composition, and specific weight of sea-water, colors, reflections, transparencies and temperature, icebergs, waves,— their height and speed,— the author goes on to currents, tides, hurricanes, etc., showing the amplest knowledge, and presenting it in a form that would satisfy the most scientific, and be instructive and interesting to ordinary readers. It is the work of a man who has got beyond the technicalities and pedantry of science, and states the profoundest truths in the simple and clear manner that always accompanies fulness of knowledge.

THE GREAT EVENTS OF HISTORY, FROM THE CREATION OF MAN TILL THE PRESENT TIME. By Wm. Francis Collier, LL.D. Published by J. W. Schermerhorn & Co.

The object of this book is not to "give in complete detail the history of every land; nor is it, on the other hand, a mere chronological table of the great events in the world's history. It is intended to furnish certain *central points*, and to invest them with so much interest as to secure a fuller investigation than the limits of this work will satisfy. We like the method, and think the points judiciously selected. It is also a good book to read as a suggestive review of what we have gained in a more extensive research.

JOURNALISM IN THE UNITED STATES FROM 1690 TO 1872. By Frederic Hudson. Published by Harper & Brothers.

What common schools are to the children of the country, the press is to the adult population,— the great popular university. Its educating influence can hardly be estimated.

In this book, we have so complete a history of the newspaper press, well arranged, with the biographies of prominent journalists, and with characteristic sketches and anecdotes, that it becomes not only one of the most instructive, but most readable of books.

Beginning with a brief notice of the "First Newspapers in the World," our author passes to "Newspapers in America." These he divides in several epochs, which are happily named as the "Initial Newspaper," the "Colonial Press," the "Revolutionary Press," the "Political Party Press," etc., giving it a historical value far beyond that of mere journalism.

It is one of those books which serves as a review of all we have read and known, and throws new light on many events which are but briefly mentioned in our general histories.

There are few books that will be read with more avidity by all classes than this history of journalism, from the first paper in America, to the death of Horace Greeley.

ONLY GIRLS. By Virginia F. Townsend. Published by Lee & Shepard.

One of the best of Miss Townsend's stories, exciting more interest even in its book form than it did in "Oliver Optic's Magazine."

UP THE BALTIC; OR, YOUNG AMERICA IN NORWAY, SWEDEN, AND DENMARK. A Story of Travel and Adventure. By Wm. T. Adams (Oliver Optic).

As an historical novel often gives a more vivid and better knowledge of the general history of a country than a history, whose special facts are all true, — so this geographical novel, which will be read by all boys who can get hold of it, will increase their knowledge of geography more than routine exercises on this subject, in many of our schools.

CROSS AND CRESCENT; OR, YOUNG AMERICA IN TURKEY AND GREECE: By Wm. T. Adams. Published by Lee & Shepard.

This is the ninth volume of the "Young Americans Abroad" series, and is certainly not inferior to any of its predecessors, all of which have had an extensive sale, which is the best test of success. Like the others, it attempts to give a knowledge of the geography of the places mentioned, and something of the manners and customs of the people. These facts are ingeniously woven into a story which will prove interesting to boys, and they will thus get incidentally what much of the direct instruction of the school fails to give. Children must have some interest in the countries whose geography they are studying, or it fails to leave any permanent impression; and this is just what the story imparts.

THE DRAWING-ROOM STAGE: A series of original Dramas, Comedies, Farces, and Entertainments for Amateur Theatricals and School Exhibitions. By George M. Baker. Published by Lee & Shepard.

The design of this book is to furnish original and healthy entertainment for the home circle, the exhibition hall, and the school. In accordance with this design, the characters and the action require no elaborate costumes or scenery, and the sentiments and language are such as not to give offence to the most fastidious. We think them admirably adapted to the purposes for which they are intended.

AN ONLY SISTER. By Guizot De Witt. Published by Harper & Brothers.

A beautiful little volume with a beautiful title, and the story justifying the title and its general appearance. It is a book that all girls will be interested in and benefited by.

THE ETYMOLOGICAL READER. By Epes Sargent and Amasa May. Published by E. H. Butler & Co., Philadelphia.

The discussions at the recent Teachers' Association on the subject of grammar, indicate at least dissatisfaction with the present modes of teaching it. We think there is reason for this. But to say that grammar should be dropped from our course of study because we have taught it badly, would seem to argue defective logic. That less attention should be given to teaching grammatical rules, most of which, according to Dr. Latham, are either false or unnecessary, we admit; and we are glad to see that the study is likely to be rescued by a broader and more scientific statement of principles in our text-books. Until recently, technical grammar in our schools has been confined, almost exclusively, to syntax. The works of Trench and Marsh have done much to interest teachers in etymology, and now we are glad to welcome "The Etymological Reader" as a book for use in our high schools. We are sure that the study of that branch of Etymology which treats of derivation will be made more attractive and interesting by the use of this book. We commend it to the attention of all those teachers who would learn how the science of etymology may be simplified and made attractive, and who are not converts to the theory that because the depredations of squirrels are confined to the outside rows, the way to prevent such depredations is "to have no outside rows."

OLIVER OPTIC'S MAGAZINE for January opens with the first instalment of a new story by Oliver, another by Kellogg, another by Mrs. Hatch, and a host of good things.

We wonder what our sensations would have been, if, when a boy, we could have welcomed monthly a magazine like this. We have some recollection of the interest felt when "Thomas's Almanack" made its annual appearance, and the earnestness with which we plunged into the wit and humor, and puzzled our heads over the riddles and charades.

But nothing has done more to convince us that we were born too soon, than a glance at this magazine, with its instructive and interesting pages.

THE

MASSACHUSETTS TEACHER.

[H. F. HARRINGTON, Editor for March.]

VOL. XXVI. MARCH, 1873. No. 3.

MOTIVES.

THE consideration of the motives by which children in school should be influenced, is far more important than is commonly thought. The motives appealed to and acted upon, in the forming period of life, will almost certainly continue to have a powerful influence through life. Character will receive its bent from them. Shall it be high, noble, pure, disinterested? or mean, false, selfish?

Every part of our nature is susceptible of being educated, of being improved and rendered active, by exercise, — the moral nature, the conscience, as well as the memory or the taste, or any other of the intellectual powers. The soul, addressed constantly by the highest possible influences, will have pure and lofty purposes, will aim at the highest ends. It is safe to say that the moral character of the mature man will depend more upon the education which the conscience shall have received than upon any other agency. Even a slight moral influence, imperfectly exercised, has a lasting effect. The remembrance of the early advice and affectionate warnings of a good mother have a lasting power which nothing else can have, even upon a man hardened by subsequent life-long neglect, temptation, and sin.

One of the motives almost universally appealed to in our schools is emulation, the desire of surpassing one another. Let us look at some of its known effects. Take, for example, its influence in the schools for girls in Boston. In all of the grammar schools, until very lately, every girl has been urged by the desire

of finally getting a medal.* This desire has been so strong that the school lessons have occupied almost all the thoughts of the child, at school and at home, from the age of six to that of fourteen or sixteen. The mother has sympathized with her daughter, and everything has yielded to the supreme object of learning the lessons perfectly, and getting on and up in the classes. The girl has, of necessity, found no time for the more precious lessons of home. Every girl ought there to learn to use the needle readily and rapidly. This must be begun early. It cannot otherwise be ever thoroughly learnt. Yet, at the age at which this should be done, all the child's thoughts and time have been occupied with school lessons, and the needle has been neglected. So it has been afterwards with housework, — cleaning, washing, cooking, taking care of the younger children, mending and making clothes. All this work, in which, in a well regulated family, the girls should be continually exercised, has devolved upon the mother, who has thus become, in the poorer families, a mere slave. In every poor family, and the majority of the families in the city are poor, the mother is almost worn out by excessive, never-ceasing labor.

Yet, however wretched, she willingly sacrifices herself to what she regards as the good of her daughter.

Years have passed, and the time has come for the girl to leave school. She may have succeeded in getting a medal. This is the longed-for end, and mother and daughter may have been gratified. By what bitter mortification and heart-ache and floods of tears in others has the gratification been purchased! For the medals have been few, and nine out of ten of the aspirants have failed. The disappointed girl has lost the medal. She has perhaps lost health and vigor in her attempt to win it, but endeavors to solace herself and her friends by the feeling that she has got a very superior education. That thought exalts her, as it does the medal scholar, in her own estimation, far above her uneducated mother, upon whom she complacently looks down with feelings

* This enormous evil has been, in a great degree, in the Boston schools, done away with by the substitution of diplomas which may be hoped for by all, and gained by many, for the medals which could be awarded to a very small fixed number. This has been the highest work of the devoted superintendent.

of compassion and contempt. And what kind of an education has she got? She knows little or nothing of making or mending, little of the care of children, nothing of cleaning or scrubbing, or of cooking, or of washing and ironing. All these she regards as menial and degrading. What can she do for the good of her sisters or brothers, of her parents, of her home? She may imagine that she is fit to be the wife of a rich man, or to be a teacher. No such thing. The rich man of sense, as well as the poor man, knows that a wife, to make his home happy, should know how everything about the house ought to be done well, and this cannot be perfectly well known by one who cannot do it herself. How can a woman do justice to her servants, unless she knows what she has a right to require of them to do, and how they ought to do it? Of what use will grammar, history, philosophy, or algebra be to a wife who does not know how her child should be nursed or washed or dressed, or how her husband's dinner should be cooked, or his house kept clean and in order? The happiness of every man, of every child, of every member of every family, depends mainly upon the exercise of these homely household duties, of which our medal scholar knows nothing. If she had learned all these really essential things thoroughly, and knew only how to read and write and reckon, and a little physiology, she would be incomparably better fitted to secure the comfort and happiness of husband, children, and friends, and her own, than if, without them, she had gained all the knowledge that school or college can give.

The most sacred place under Heaven is home; and skill in those arts without which no home can be a happy home is the most respectable thing on earth. These are the true foundations; for whatever tends to make a home a Christian home must be honorable in the eyes of God and of man; and it is only in such a home that the foundations of all that is most precious in human character can be surely laid. It is there only that a selfish child can be taught to be generous and disinterested; that a passionate child can be taught self-control and gentleness; an ill-tempered child softened to sweetness; a despondent child cheered to hopefulness; an imperious child moulded to a sense of justice; an ambitious child taught how infinitely nobler and happier it is

to live for others than for the advancement of self. All the evil tendencies, the weeds of the human soul, can be, not eradicated, for they all have something of good in them, but repressed by the more careful culture of the divine qualities, only in a Christian home, by a Christian mother, aided by a Christian father. All these precious opportunities are lost by taking the child almost wholly from the influences of the mother, through the forming period of her life.

These highest of the virtues, these most sacred elements of character, may be further developed and exercised in a school; they can be *formed* only under the influence of a woman — mother or teacher — who possesses them herself, and who knows how to train and govern by means of them. A school-formed teacher can rarely possess them. They are surely formed only in a Christian home.

A young woman without the knowledge of these household duties may think herself fit to be a teacher. How can she be, if the highest object of teaching be, what it is, best to prepare a child for these very highest duties? How can she teach what she does not know?

This ignorance of the duties of home is not the only nor the most striking of the evil fruits of the emulation which is fostered in prize-giving schools for girls. The girl who, for eight or ten of the years in which character is formed, has been constantly under the influence of emulation, — the desire to surpass others, not herself, — will find this desire to have become a fixed element of her character. She will, almost necessarily, be striving, longing, struggling to surpass others. The only thing in which, in the case of most girls, this strong desire can be gratified, is dress. She can hardly help longing to dress better than her associates. The mother can hardly help yielding to this desire. Is not her daughter as good and bright and handsome as any other girl? Why should she not dress as well? The father, however reluctantly, is obliged to yield to this *reasonable* desire of his wife and daughter, and the poor man is impoverished by yielding. Every person, at all acquainted with the working classes, must know cases, not only among mere laborers, but among capable mechanics and dealers on a small capital, of men whose prospects

have been clouded, and who have been discouraged and made wretched, driven to despair and drunkenness — perhaps utterly ruined — by their daughters' extravagance in dress.

Even this is not the worst. Fondness for showy dress is seldom satisfied. The desire grows stronger with indulgence. It becomes more exacting and more extravagant; and, to get the means of indulgence in it, many daughters of what have been respectable families, are driven upon that street which leads to ruin, wretchedness, and death.

I know what is commonly said in defence of emulation: that it is a natural impulse, and cannot therefore be a wrong one. It is a natural impulse. It acts wherever two or more persons of the same age are together engaged in similar pursuits. Its natural action is, on the whole, harmless and healthful, while kept within bounds by wise control; but, like the appetites, it is strong enough *without being excited.*

I have briefly shown what I know to be its effects, upon many of one sex in our schools. Repeatedly, within the last few years, earnest appeals have been made to the school committee, asking that the evils of which I have been speaking might be mitigated by not allowing the schools for girls to open before nine or ten in the morning, thus giving the elder girls opportunity to get the best part of their education at home, by assisting their mothers in household duties, and giving the younger ones time to get the elements of a real education by learning the early use of the needle, and by assisting in or doing those little things which little children can do. These appeals seem to have been made in vain. Meanwhile, overwork in the schools has been going on; many of the teachers in the girls' schools have been kept on working beyond their strength; and the opportunities for the most necessary part of a thousand girls' education have been forever lost.

The lessons in almost all the schools are too long. Too much is required. The years which are devoted to school are the very years in which a healthy bodily constitution, on which the welfare, usefulness, and happiness of life will depend, ought to be formed, and this can be done only by abundant exercise of all the limbs in the house, or, still better, in the open air and in sun-

shine, and by wholesome food, with sufficient sleep, and freedom from anxiety.

A good education is not gained by learning many things poorly; but by learning the few most important things thoroughly and well.

G. B. E.

ABSTRACT OF SOME INFORMAL REMARKS, MADE BY PROFESSOR AGASSIZ, AT A PRIVATE MEETING OF THE EDUCATION DEPARTMENT OF THE AMERICAN SOCIAL SCIENCE ASSOCIATION.

I WISH it to be distinctly understood, that what I have to say to-day upon the subject of education is general, not special. It alludes to the hope of the future; and in speaking of the defects of education in America, I criticise no given school or system of schools, no university or institution of learning.

I believe that a reform is needed, both in our school and college system, but I do not expect to produce any immediate effect, or indeed to excite much interest, far less to influence any established organization. I only hope that frank and searching discussion may lead to amendment, not at once perhaps, but hereafter.

First, I wish to speak of the want of connection between our separate schools and colleges; their intellectual isolation, each standing upon its own basis, without mutual co-operation. This system is not only, as I believe, less efficient than one of mutual alliance and support, but it is also wasteful and costly. Not only is there no co-operation between different universities; there is no exchange between the separate departments of one and the same university, although, in many instances, they properly include kindred subjects. Why should not professors from the Mining school or the Zoölogical school in Harvard, for instance, give lectures in the Agricultural schools; or those of the Agricultural schools supplement the instruction given in the Mining and Zoölogical schools? The students in all these different departments would thus be brought under a greater variety of impressions. It is not well for students to have always one and the

same teacher, however good his instruction may be. He can hardly fail to impress his own individuality and his own predilections too strongly upon his class. A variety of teachers in the same or like branches of instruction not only induces competition among the instructors themselves, but it makes the pupil more independent, awakens his thought, leads him to compare and discriminate.

There may be practical difficulties in the way of such co-operation, and I do not suggest any way of meeting them; indeed, I have none in my mind. I only point out what seems a defect, viz. the absence of concerted action. Another economy of men and means might be gained, by giving a certain preparatory instruction, needed alike by the students in the various departments, to classes made up from the different schools of one University. Why should there be elementary courses in the Agricultural school, the Industrial schools, the Mining school, the Zoölogical and Geological schools of one University, when one course of elementary instruction would cover all, or might easily be so organized as to cover all? This system calls for a greater number of trained teachers than can be provided, and the consequence is a mediocrity of instruction, as well as an unnecessary expenditure. Mr. Philbrick has spoken of the school tax as disproportionately small. I am as anxious as he can be, that the State should contribute with the utmost liberality to these objects; but I think we are also bound to see that the means are expended with the utmost economy. A system of co-operation would be, in my belief, an economy of strength and efficiency, as well as of means; a saving of men as well as of money. The next point is that of the selection of teachers themselves. I lose no opportunity of seeing schools, and learning all that I can about them. The result of my inquiries is this: that a great number of teachers are appointed, without much reference to their being good teachers. They are chosen because they are well recommended, because they are needy and deserving, because they are bright and showy. Very few are appointed on the only true grounds: because they are familiar with the thing they have to teach, and because they intend to devote their lives to the cause of education.

This last point is an important one. I think the preference

should be given to the applicant who is resolved to make teaching a profession, and devote his or her life to it, over one, even though more gifted, who takes up teaching, as many young people do, as a stepping-stone to something else. The man or woman who chooses any pursuit with the intention of making it a life-long work, will do better in it, even with less natural aptitude, than the person who adopts it for a short time, as a matter of expediency or experiment. No less important than a resolute, sincere purpose is an intelligent preparation for the work. One great defect in our teachers is, that they are too much inclined to avail themselves of the appliances by which teaching is made easy. Nothing is more fatal to good teaching; let the teacher make use of text-books, manuals, and the like, to simplify tasks for his pupils, as far as he thinks judicious, but he should train himself to an absolute independence of them, rather than an easy use of them. An intelligent teacher will no more lean upon such supports, than a well man will walk with crutches.

The best remedy for this trouble would be the providing of higher instruction for teachers. Am I unjust in saying, that even the Normal schools are not up to the needs of the time? Finally, the compensation of teachers is insufficient. We cannot expect the best minds, even when their preference would lead them that way, to devote themselves to a pursuit which is less remunerative than almost any other. These are a few of the points I have wished to bring forward for discussion to-day, and I will not occupy more of your time, for I am more anxious to hear what others have to say, than to press my own views. On another occasion, I shall take up the subject of what is taught, and what should be taught.

EVERY boy born into the world should be in the way of maintaining himself in honest independence. No education which does not make this its first aim is worth anything at all. There are but three ways of living, as some one has said, by working, by begging, or by stealing. Those who do not work, disguise it in whatever pretty language we please, are doing one of the other two. — *Froude.*

THE PROFESSIONAL SPIRIT IN THE TEACHER.

In a general view, including all the instruction given in the various schools and colleges in our country, we may say there is such a profession as Teaching. But it requires a more than American elasticity of speech to claim that Teaching in public schools, as now existing through the whole country, has risen to the dignity of professional work. One of the most surprising changes wrought by the late war was the call to the young women of the Republic to assume one of the most responsible posts of service in our civilization, — the working post of instruction in the common schools. Practically, the common-school teachers in the United States are now women between the ages of seventeen and thirty-five. In the country schools they are virtually the sole occupants of the field. In all the Western cities they are gradually taking the places of men; and one of the most popular superintendents of schools in that region, Mr. Rickoff, controls the school system of Cleveland by a small committee of male superintendents, leaving the working principal of every large school-house a woman. In this direction we are drifting everywhere; for no large body of highly educated American men can be long held to the work of instruction in common schools against the fierce competitions and temptations of our new industrial and professional pursuits. And when we consider how hard it is for a dozen women anywhere really to do anything persistently according to the method of one man, we shall confess that a good deal of the masculine "supervision" in American schools consists in a genial, cultivated gentleman drawing a high salary, and spending his days in the charming society of a bevy of quick-witted young women, who speedily discover his "blind-side," and quietly "supervise" him while they "keep school" according to their own ideas of the occupation.

The most vital question, then, concerning the methods of our public instruction, one that underlies all consideration of special methods, is: *to what extent are these young women teachers cultivating a professional spirit?* And here we must confess to a mighty misgiving concerning multitudes of

them, whether they have so much as regarded themselves as members of a profession at all. As a body, our young American women go into school-keeping from no motives that can be called professional They often take up with this as the most respectable way of supporting themselves. They have no idea of making it a permanent occupation; they think themselves hardly used if required to act like other professional people; they shrink from the severe toil of thorough training; they combine with their school-work such outside interests as often breaks them down in body and mind; and they fly from the post on the first good opportunity of marriage, to say nothing of any promise of more agreeable and less responsible work. We are not talking of the exceptional, but the average American schoolmistress; and we say, without fear of contradiction, that she does not regard herself as the member of a profession, in any real sense. It will not do to ascribe this to her indifferent wages; for, according to her needs and the quality of her work, she is better paid than American clergymen, college professors, members of congress, governors, and judges. It is not necessary to deny that she generally works in the school-room from a sense of duty and an anxious devotion that are often admirable. We are not speaking of her present status as anything to her moral discredit. We only say, that, so far, the young women of the United States have not seemed, in any adequate way, to comprehend the fact that they have in their hands the great original American Profession, or that this school-keeping is a profession at all.

But we may be sure that the people of the United States are coming to regard school-keeping as a profession, and will rapidly apply to it the severest tests of professional capacity. The great public movement called "civil service" means that our people are waking up to the disagreeable fact that they are paying a vast amount of money, and dispensing a great number of honorable titles, without adequate work. They will, first in great cities, but finally in the least village, demand solid, intelligent professional work from these young women who assume to shape the mind, and do generally shape the character, whether they assume it or not, of a generation which is to encounter such public responsibilities as we now but dimly comprehend. "Skilled labor"

is the demand of the age in America. We do not share the apprehension of those who predict a downfall of our system of public instruction from this defect.

We have no doubt our American young women are as willing to face this new call upon their womanhood as their mothers and grandmothers have been to heed their country's call in the emergencies of the past. But we can see that the training of young women for the profession of school-teaching is the first thing in order. It is as absurd to talk of more elaborate or finer methods of instruction with a class of teachers on the ground who do not know they are members of a profession, as to fill our houses with the finest machinery to be "smashed" by the present occupants of our kitchens. It is melancholy to look upon the work now done in the majority of our school-rooms. It would be utterly disheartening to behold the same teachers cutting their own fingers and bruising the souls of thin little folk by trying to handle the "new methods" which demand, first of all, a trained body of instructors for their comprehension.

It is already seen that our State Normal schools, valuable as they are, are utterly unable to meet this emergency. From the very necessity of their position, they cannot command the attendance of cultivated women already prepared for professional training.

American State Normal schools, so far, have virtually been girls' colleges, with a department for instruction in methods of teaching. Now, every real professional student passes through two periods of enthusiasm: first, when his eyes are really opened to the perception of knowledge and the delight of its acquirement; second, when he awakes to the idea of using that knowledge and power to arouse and form the minds of others, or in any way to influence or act upon men. The one interest is scientific, literary, scholarly; the other is executive, manly, womanly, professional. The majority even of the superior girls in our State Normal schools are necessarily left in the former condition. Under the devoted and enthusiastic tuition of their beloved masters, they are fully aroused to the delights of study; and these Normal schools have given to the country numerous specimens of splendid, cultivated young womanhood. But only a minority

of these have reached the point of professional enthusiasm. The absence of an effective "practice department" in many of these State institutions has been a great hinderance. But we doubt if, with such ill-prepared material as has come to these schools, more could be done. Certain it is that large numbers of the most finely cultivated young women who leave these seminaries seem not to have realized that they are to be schoolmistresses, and take up teaching without professional enthusiasm or executive ability, — even regarding it as an appendage to the nobler office of general culture.

At the best, our State Normal schools can only train a small number of teachers, and hardly touch the point where the best work is needed, — the country and village school-rooms. It would seem that the true policy is to raise the standard of admission to them so high that they may become really normal colleges for the training of a superior class of instructors. As such, they will be invaluable, and become the crown of a general system of training that shall meet the crying want of the time, — the development of a professional spirit in the great body of young women who teach in American public schools.

For this we must evidently look to the local training schools of our cities and larger villages, and the institutes that carry a normal training to the most remote parts of our country districts.

The "Training school" is the best practical educational invention of our country, for its present organization is greatly due to the efforts of practical educators in New York and the West. Its greatest advantage is its power of adaptation to our average American community. Every village of 2,000 people needs for itself and the outlying country the best quality of teaching. As things now go, this cannot be secured; for cultivated teachers are drawn invariably to large cities and towns. But this village probably has, or may have, a respectable public High school. In that school all young women who desire to teach can acquire the scholarship necessary to the profession. If the High school master is more bent on magnifying his own literary or scientific grandeur than co-operating with the people to this end, let him be dismissed and his successor appointed. From the High school let all who desire to teach in the public schools pass at once to

the Training school established in a public school-house; combining theory and practice in fit proportions; with a clever woman principal, and one or two "critic teachers," aided by such special culture as the town affords. These girls in a vigorous course of one year can be prepared to begin their work intelligently; can at least be made to comprehend the meaning of the profession, and be fairly launched upon their career. In large cities the course may be extended, or courses of different length can be arranged.

The two essentials of the Training school are: 1st, *That no young woman shall be admitted without a qualification equivalent to the diploma of the High school;* and 2d, *That the graduates of the Training school shall have the first choice of positions.* If the Grammar school masters or committee men are permitted to cull the High school class before the Training school receives its material; if inferior scholars are admitted to the Training school; if this or an equivalent course of training is not made one of the qualifications of the teacher, — of course the experiment fails. Most of the Training schools we have seen in the cities of Massachusetts are greatly enfeebled by one of these causes, and our people have not yet been permitted to see the value of this admirable system.

In this way every large town will "grow" a home supply of trained teachers, who can afford to work for moderate salaries, because living with their parents. Such schools can also admit pupils from the adjacent country on payment of the actual expenses of their education, which expense may be borne by the districts from which they come; so they may be made a nursery for the teachers of a considerable region around. Such a Training school in any large village, aided by local teachers' associations, general institutes, and the perpetual training of teachers actually in school work, will in a generation create a professional class. We may not be able to hold the majority of our young women many years in the school-room; but in this way we can make them valuable while they are there, and keep out of this post of duty the multitude of incompetents that now afflict the public service.

We attach great importance to the office of "critic teacher" in

the Training school. A thoroughly trained, experienced woman overseeing, directing, criticising the "practice department," is the pivot of the whole machine. While young girls are probably best excited to enthusiasm for study by a master, they need a thorough, sharp-sighted, loving woman to oversee their first work with children. Such a critic teacher is not blinded by the glamour of masculine courtesy, fatherly indulgence, or other characteristic influences that hinder a man from dealing thoroughly with girls in such a position. She understands the ways of young women, their liabilities and susceptibilities, their adaptation to children; a whole world that is hidden from the wisest man lies open to her; and the use of that world determines greatly the best success of the girl just beginning her professional career.

The expense of the Training school need not alarm the people. As it saves all the salaries in the public school where it is located, save those of the lady principal and critic teachers, it will not materially increase the expenditures. No salary should be given to the girls who are the pupils of the school; if consideration is to be had for their services as teachers, let it be placed on a coming year's salary. There need be no apprehension for the fate of a school thus taught. Under proper supervision such a school will not fall below others in the special, and will excel others in the general, culture of the children.

We are aware that we speak of nothing new. But we believe the local Training school has not yet been fairly tested in New England; and to a full adaptation of it, with such modifications as our experience and needs may suggest, — in connection with a more vigorous use of institutes, general and local, — must we look, here and elsewhere, for the solution of our problem.

To such a system our State Normal schools would be the crown and completion, — furnishing teachers fit to lead in these local normal institutions, and always laboring to exalt the standard of eminence in this profession, so vital to our American order of society.

A. D. Mayo.

MISCHIEF AND SATAN.

"For Satan finds some mischief still
For idle hands to do."

SATAN is industrious. He busies himself with keeping other folks busy. He is wide awake — never sleeps. In his way, he is generally efficient as day police and night police. He looks out for little things and makes the most of them. He has a thorough appreciation of the influence of early education; — knows all about the bending of twigs. He does n't despise the day of small things, but improves the smallest opportunities for accomplishing his ends. He manages a multitude of schools, and tries to have his say in all schools.

His success is great, such as it is; that is, he *does* a deal that he tries to do, and what is that but success? He can do business on a large capital or a small capital; and, what is singular, he oftentimes is doing the biggest kind of business, when he seems to be doing nothing at all. If his principles were only wholesome, he might command a first-rate salary as a school superintendent. As has already been intimated, he does a great deal of work in schools, all without pay, except such emoluments as he slyly picks up. We have lately been watching his operations in Primary schools. We have noted his successes and his failures. We have inductively arrived at the conclusion, that he does always find

"Some mischief still
For *idle hands* to do."

In fact, he has a special proclivity towards idle hands, owing possibly to his love of industry.

Exempli gratia. Not long ago, we spent an hour in a certain Primary school-room. The teacher of the half hundred young rogues there congregated, was nervously anxious to have her school appear well. She worked hard — too hard, indeed. Having called up the first class to read, she gave the command, "*Position!*" Whereupon the other scholars meekly folded their hands, having nothing else to do. The reading began. "Now," said Satan, "is

my time! See the idle hands!" In a moment, Johnny, whose left eye was firmly fixed upon the teacher, had eliminated from his jacket sleeve a pin, and caused it to permeate the epidermis of his nearest neighbor, whose appreciation of the operation was promptly proclaimed by a spontaneous "*Ow!*" thereby punctuating the reading lesson with a full stop, and causing Master John to pass through numerous evolutions, such as Darwin fails to describe. The teacher having resumed her elocutionary labors, another enterprising youth, prompted by the counsels of the evil monitor, soon began to employ one of his idle hands in testing the firmness with which the roots of his neighbor's hair were imbedded in their native soil. The proprietor of the soil loudly protested against the crucial test. Results, more punctuation in the reading, and lively saltatory movements on the part of the investigator. Quiet re-established, and reading renewed, we observed with interest the preparations making by a third idle hand, which was manifestly about to devote itself to gunnery. A moistened paper ball having been deftly prepared, that idle hand, at an opportune moment, skilfully projected it into an unexpectant eye a few seats remote, with the effect of producing a lachrymal flood in the optics of the living target, and speedily, also, in those of the gunner.

And thus the work went on, the teacher struggling hard to hear her class, and at the same time to keep some scores of idle hands out of mischief, in both of which efforts she wretchedly failed. She remarked that it seemed to her that the evil spirit — conventionally called Satan — possessed those children. We thought so too. Moreover, we inwardly confessed, that, had we been one of those children, we should cheerfully have yielded to the same spirit.

Noticing that the blackboards were very clean, we ventured to inquire if the children were accustomed to use the boards. "O, no!" she replied; "they make so much dust with the chalk, that I don't like to have them use it"! We noticed also that she had supplied herself with no means of amusing the children, or of keeping them pleasantly occupied, when not employed in recitations. And thus it came to pass that Satan had a good thing there, while teacher and scholars had nothing of the sort.

We afterwards visited another Primary school. We found a smiling, self-possessed teacher, and two or three scores of smiling children. The blackboards, we observed, were covered with various drawings which, we ascertained, the little ones had placed thereon, and which, though rude enough, were yet good enough for small folks, and gave evidence of real efforts. "What have you in hand just now?" we asked. "I am going to hear my class in Dr. Leigh's Primer," she replied. "Good!" said we; "*you* don't belong to the race of old fogies."—"I hope not," she modestly answered. Before commencing the recitation, she went to a shelf on which were numerous "Beecher collar" boxes, some of which, I soon learned, contained buttons; some corn; some, single letters on card-board; some, words on cards for forming sentences; some, bits of string of various lengths, out of which letters were to be formed; some, jack-straws; some, little sticks for making geometrical figures; and so forth. "A poor chance for Satan here!" was our internal remark.

The teacher quickly distributed a parcel of boxes containing buttons, needles, and thread. "Now, children," said she, "see how many buttons you can string while I am hearing my class read." Forthwith every little hand began to work. There were no idle hands. Satan looked around and tried to do something, but utterly failing, he slipped off into some room where his prospects were brighter. Meanwhile the teacher, full of tact, was hearing and teaching her class without interruption, free entirely from fretting and anxiety. She was happy, and all the children were happy, and we, too, were happy; and strangely enough, the happiness was largely owing to the wise use of buttons.

A lively song followed the reading exercise. Then boxes containing letters were distributed, out of which the little folks were to frame certain words which were assigned. After this preparation, the next regular exercise was commenced. Like the former, this reached its close, free from the accompaniment of protesting "*Ows!*" and unwilling tears. Thus, from hour to hour, the pleasant work went on. No one in that school-room was cross, or tired, or unhappy. Satan found there no "mischief still" or still mischief, and simply because that shrewd teacher knew

enough — had *gumption* enough — to keep all the little hands pleasantly and profitably employed. She knew that variety "is the spice of life"; therefore she spiced the school-room life with variety. The children did work because it really seemed to them play; they didn't play because they hated work.

The moral of our story is obvious, and it may, with due modifications, be applied to teachers of all grades.

Shakespeare says, "O mischief! thou art swift to enter in the thoughts of desperate men!" The saying is just as applicable to desperate boys and girls — desperate from the *unnatural restraint of natural activities.*

D. B. H.

MECHANICAL DRAWING.

In the January number of the "Teacher," there is an invitation for grumblers to contribute. Acting on this suggestion, it has seemed proper to say a word about the much-discussed subject of drawing, — not to question its utility, but to complain of the faults and failures which have shown themselves in our systems of teaching during the past few winters; and it will be understood that reference is made mainly to the department of Mechanical drawing.

No one who saw the crowds of applicants for instruction when the evening classes were first opened in a few cities of our State, can avoid a feeling of disappointment as he looks in now at the same classes, and finds their numbers so diminished. It is not strange that there should be some falling off, but so great a decrease seems to indicate faults not wholly in the pupils. It was found that the interest of scholars abated rapidly after a short time; and all through the season there was a regular decrease in attendance. Let us see how far teachers have been to blame for this.

If all these persons had come with exactly the same end in view in regard to the nature of their work, it would have been easier to satisfy their wants, and to establish a uniform system of instruction; but with such a diversity of interests and variety

ofoccupations, the problem was a difficult one. A great number of special teachers was not available, and so the range of subjects to be taught had to be brought under a few general heads, giving scholars the benefit of as much as possible with the means at command. There was a want, too, of good copies; and the pupils, impatient of elementary instruction and not able to see to what it was leading, lost heart and went away. If they had been properly encouraged by the sight of good examples of more advanced work, they might have been retained. Then, too, many subjects were given far too difficult for beginners, and they were discouraged by the difficulty of the work. All this resulted from the fact that we were not quite ready for the movement when the law was passed providing for free schools.

Teachers had had little or no experience with such scholars as came to the evening classes. Many of them, with an imperfect school education, were ill prepared to take up the work laid down for mechanical drawing; and almost all had passed that period in life when it is easiest to study and acquire knowledge. In consequence of this, the usual methods of instruction had to be abandoned, and a thoroughness and minuteness of explanation was necessary, which implied a previous knowledge, on the part of the pupil, of almost nothing in regard to geometrical terms and principles. It is not surprising that some teachers should have failed in not bringing their explanations down to the level of the pupil's comprehension. But a far more prolific source of failure, was the neglect to associate geometrical problems with familiar things, and to show immediately the application of mathematical solutions to every-day work. For example, it is of little use to give a problem to a class of apprentices and mechanics in words like these: "*To divide a circle into a given number of concentric rings, having the same area.*" The statement suggests nothing of interest to them. It seems like a dull, useless, mathematical puzzle, to minds rendered not over acute by their daily toil in the workshop. But let the teacher say: "Suppose that I give you a round piece of sheet iron, like the face of that clock up on the wall, and ask you to cut it up into a number of rings that shall fit each into another, and shall all have exactly the same weight, — how would you do it?" The effect of such a

statement is seen instantly in the fixed attention and brightening faces of the scholars. The words convey familiar ideas to their minds; they see at once the application of the problem, and are anxious to know how to do it. Or again, the teacher says: "We will suppose you have a piece of wood perfectly square, and out of it you want to cut the largest piece you can, in the shape of an equilateral triangle. How shall it be done?" This is better than to say, "Within a given square to inscribe the maximum equilateral triangle." Then the teacher may ask the class how they would go to work to make for themselves a pair of triangles of thirty and forty-five degrees, such as they are using in drawing; and it will be strange if there are not some who will test their knowledge of the problem after it is explained, by actually making, at the first opportunity, a set of wooden triangles.

There are few geometrical problems that cannot in this way be made interesting by including the application in the statement; but let the teacher give the problems to the class in the words of the book, and a great lack of interest will soon show itself.

Unfortunately a thorough course in projections was neglected in many schools before the pupils were set at work copying lithographs of machinery and architectural forms. No one can read a mechanical drawing well, who has not a systematic knowledge of projections. Some were deterred from attempting to teach the latter subject on account of the difficulty of presenting it so as to be easily understood. But with such simple examples as are found in the little manual on projection in Cassell's Technical Series, there need be no difficulty, provided each pupil be required to cut out of paper or card-board a model of everything that he draws or constructs. In this way students are taught to test the accuracy of their constructions by the models they make. Every intersection and penetration of solids can be made by this method perfectly intelligible, the teacher giving certain data as to size and arrangement, and then comparing the models made by different students from actual developments "from the flat." Sometimes it is best to reverse the process. For example, the teacher says: "I want you to make a tetrahedron of thick paper,

and then draw it in plan and elevation. First, to make the model, draw an equilateral triangle of two inches on a side, then on each side of this construct another triangle, cut the whole out of your paper, fold on the first lines drawn, bring the three corners together, and you have the model. Now how will you draw the solid?"

Nothing is more fascinating than this model making from flat drawings, if properly conducted.

One great trouble has been the desire of teachers to make a show of the work done during the term. To this end much has been sacrificed that could not profitably be omitted; and for this reason the public exhibitions at Horticultural Hall in Boston have not been, in all respects, beneficial to the schools, so far as mechanical drawing is concerned.

A word more in regard to perspective, about which there seems to exist a great deal of misapprehension. The State Director of art education in his address to the Teachers' Association, last year, used these words in reference to perspective: "It is, of course, of the very highest importance to the proper understanding of *all kinds of drawing*, and has the same relation to linear representation that grammar has to language." Now this is manifestly untrue; for orthographic projections, almost universally adopted for mechanical or working drawings, and by far the most general method of representing constructions in machinery and architecture, depend in no way upon the science of perspective. Likewise the kinds of industrial drawing, known as Isometric and Axonometric, are independent of perspective construction.

Perspective is a kind of drawing distinct from all others; and is defined by saying that it represents objects as they *appear*. Some knowledge of this branch is of course important to students in free-hand drawing, but it is to mechanical draughtsmen in particular that a knowledge of perspective is especially valuable. There is a tendency nowadays to overestimate its importance, and to lay too much stress on a universal necessity for its thorough study. No one can deny that it is well for the student in model drawing to be shown by his teacher that each set of receding parallel lines converges to a single point, that these points have a certain relation to the relative position of the objects themselves,

the picture plane, and the place of the observer; but after pointing out the foreshortening of lines and a few other general principles in addition to the above, the student has all the information necessary for him to draw the objects *as he sees them*, which is the true interpretation of model and landscape drawing. It would be manifestly absurd for him to make an exact, or even approximate construction of vanishing points and measuring points for a free-hand sketch. All that is necessary is to see that general principles are not violated in the sketch. The fact is, linear perspective is mechanical drawing and nothing else. As such, it is frequently used by the civil engineer, the architect, and designer of machinery, in representing structures as they *appear*, not as they *are*. True perspective is always a mathematical construction, entirely dependent upon the principles of descriptive geometry and projections, and can never be thoroughly understood without a well-grounded knowledge of these subjects. All attempts to teach perspective by ignoring the underlying principles of projection and substituting therefor arbitrary rules and complicated directions, must produce confusion and uncertainty in the mind of the student. And for this reason, most of the English publications on perspective are especially objectionable inasmuch as they attempt to give a knowledge of the science, without any reference to the elements on which it is based. They demonstrate nothing absolutely, but show that certain things are *apparently* true.

Prominent among these, is a treatise by Burchett, "Head Master of the Training School for Art Masters" in England. It professes to be the substance of a course of lectures delivered to the Masters in training at the school,—"a course," the author says, he has repeated eight times, always with fresh thought and an endeavor to improve each time. But if the lectures involved the hearers in such hopeless confusion and bewilderment as this book must cause its readers, it is little wonder that perspective should be so often taught and written upon without an attempt to show its true foundation in projections. Some idea, too, of the author's comprehension of his subject may be gained from the fact that he affirms positively that the perspective of a circle seen obliquely is *not* an ellipse, a statement which any school-

boy with a moderate knowledge of descriptive geometry could readily disprove and show to be absu

This unscientific mode of teaching is not at all adapted to the material of our schools in New England, especially at present, when the training of teachers is attempted. They, at least, must know the *reason* for certain forms of construction, and there are few pupils who will stop short of this point if they have any desire for thoroughness. We cannot but think that this English method of teaching influenced our State Director of Art Education when, last winter, he instructed teachers in the free schools to give no explanation of geometrical problems, beyond the mere *rules* for construction in the book. All attempt to show the reason for the processes there briefly indicated was discouraged. Whether this was a wise direction or not, we leave to teachers to decide.

If it be necessary for any one to obtain a knowledge of perspective without the aid of a teacher, it is by no means difficult to do so. In striking contrast to the works above referred to, is the little manual by Professor S. Edward Warren, of the Massachusetts Institute of Technology. The subject is treated by him with great clearness and thoroughness, so as to show the reason for every step taken; and although the work is elementary in its character, it can hardly fail to give the reader a thorough understanding of this subject, which has been too often clumsily and imperfectly treated by other writers.

WILLIAM E. HOYT.

To make us know our duty and do it; to make us upright in act, and true in thought and word, is the aim of all instruction which deserves the name, — the epitome of all purposes for which education exists. — *Froude.*

THE pupil must himself realize every rule which the master gives him. . . . Action is the real teacher. Instruction does not prevent waste of time and mistakes; and mistakes themselves are often the best teacher of all. — *Froude.*

PROFITABLE READING.

"How shall I awaken an interest in the minds of my pupils, for the writings of the best authors, and for the authors themselves?" is a question often asked by teachers who see with regret the reading portion of their schools running to dime novels or other trash. The farmer who desires to subdue a weedy piece of ground, plants it with potatoes, and with watchfulness and care crowds out the pernicious crop with a useful one. So in the case above, as in every evil to which youth is prone, we may supplant the noxious and poisonous, with that which is healthful and nourishing. The active, fertile soil *will* produce a crop; let us give it good seed, and cultivate as best we may. A good, well selected school library is a help, and I would lay a great deal of stress on those adjectives; but even the best library will hardly contain Chaucer or Spenser, perhaps not even Addison, Shakespeare, or Milton; and should these be accessible, they would hardly be selected or anything learned of the writers. In the High school, our senior classes may study English Literature, but a large portion of our scholars do not get into the senior class, especially in our manufacturing towns. I have tried this winter an experiment which has met with such decided success, that I am led to think perhaps some reader of the "Teacher" may like to try it.

Each day I write upon the blackboard the name in full of some author, with the date and place of his birth and death, a few prominent facts of his history, characteristics of his style, and the title of a few of his best known works. I spend a few minutes in telling my pupils in a familiar and as interesting a manner as I can command, something about his early life, anecdotes concerning him, his influence on the age in which he lived and wrote, comparing him with other writers contemporary or of later times; in short, making them familiarly acquainted with the man. The pupils keep books in which they copy neatly the matter on the board, together with what they remember of what has been told them, and other interesting facts which they are encouraged to glean from all sources. If there is time, I read them a short extract from the author we are studying. On the following day I call upon a few of them, not having time for all, to give me the statements they have written, and which they will have committed to memory. Then I ask each either to read or repeat a brief extract which he has selected and written in his book, dividing these into two classes, which we call *pictures* and *sentiments*. Thus John being called on, rises with the word "Picture," and repeats, our author being Thomas Gray, —

> "Where'er the oak's thick branches stretch
> A broader, browner shade,
> Where'er the rude and moss-grown beech
> O'ercanopies the glade."

While Evelyn, who sits next, gives us "Sentiment," followed by, —

"Can storied urn or animated bust,
Back to its mansion call the fleeting breath?"

And so on. With the large stock of old reading books easily collected from your own and your pupils' store, a copy of Bartlett's Familiar Quotations, and such standard works as may with but little if any expense be obtained and placed upon a table or desk devoted to the purpose as a "reference library," but little difficulty will be experienced in getting suitable extracts. I have been surprised at the taste and judgment displayed by my young people, who are from thirteen to seventeen years of age, a large majority under fifteen. It is very seldom one fails to have an extract, and all seem interested. Once a month I inspect the books to see if neatly written and correctly spelled. Some teachers may object that this would make them too much work. Well, there is some work in it, and those who are not willing to take the pains will not try this or any other plan, I imagine. Others will argue that it takes too much of school time. We spend about a half-hour three times a week, in a school of fifty pupils. A great deal may be done in a half-hour, if all is prepared beforehand, and all goes smoothly and promptly; and I do not know how we could spend a half-hour in a more interesting or profitable manner. I would not do this every term, but give the time in the spring term to some natural science, as Geology, the summer term to Botany, etc. I think neither this or any other general exercise should be voluntary on the part of the pupils, but the school should be in such command and possessed with such "animus" that "I wish you to do this" is met with a cheerful and ready compliance from all. I do not mean to assert that a very extensive knowledge of Shakespeare or his plays could be obtained in a single lesson like this; but a taste will be formed, the pupil will involuntarily compare his quotation with those who are older, or to whose tastes he knows he should defer, and he will wish to do as well as any. His power of selection and comparison is cultivated. An occasional comment adroitly thrown in by the teacher, showing up a noble thought in its nobility, and calling especial attention to it, will help.

R. C. Hitchcock.

SKETCH OF A LESSON TO DEVELOP THE IDEA OF FRACTIONS.

Bring before the class two whole apples, a large one and a small one, — one cut into halves, one into fourths, eighths, etc. Holding up the whole apple, ask what it is. "An apple." Take one of the eighths, and ask if that is an apple, — "No, that is a part of an apple"; holding up the quarter, "And this?"—"That is a part of the apple." — "And this,"—taking the whole apple. — "That is a whole apple." — "Yes, and how do you suppose I got those parts of apples?"—"You cut up some apples."—"Yes, or we can say I divided the apples." Cutting an apple into two equal parts, ask into how many parts the apple has been divided; children will say, "Into two parts." — "And each

part is called?" — "One half," is the answer. In order to lead the children to notice that the two parts are halves because they are equal, and not alone because there are two of them, divide another into two unequal parts; ask into how many parts *this* apple is divided. The class will say "Two"; ask if one of these parts is one half, and how they know it is not. They will say, "Because one part is larger than the other." Then ask, how they know the two parts of the other apple are halves. "Because the two parts are the same size, or equal," will be the answer. Divide the small apple into two equal parts, — children giving name, "halves," to these parts. Compare the size of the halves of the large and the small apple, — children telling why the halves of the one are smaller than those of the other, — thus leading them to observe that the smaller the thing divided, the smaller will be the parts, though these small parts are just as much halves of the small thing as the large parts are of the large object.

Proceed in the same way with fourths, eighths, etc. Compare the size of the halves, fourths, eighths, showing that the greater the number of parts into which anything is divided, the smaller the size of the parts, and vice versa.

Suppose that instead of the apple, orange, chalk, etc., which we have been dividing (it is hardly necessary to say that the class should be exercised in finding halves, fourths, etc., of other things beside the apple), we had the number two to divide; let some child divide two. "One and one," he will say. "And each one is what part of the two?" Write the number one on the blackboard; ask if that number can be divided; if they think not, tell them it can, but not in the same way that we divided the apple — by cutting — or the number two; — we indicate that one is divided by drawing a line under the one, and writing under this line some number, which will tell into how many parts it is divided; if we write the number two under the line, it means that the one is divided into two parts; if four, then the one is divided into four parts, and so on.

Refer again to how we obtained the parts of the apple, orange, chalk, etc., thus leading the children to observe that it was a whole apple or one apple, one orange, one piece of chalk, that was divided, and that the parts are parts smaller or less than one apple, etc. Tell the class that all parts of an apple, orange, or whatever else we may divide, less than the whole apple, orange, etc., are called fractions of the apple, orange, etc. (*fractional currency* they have all heard about), and that all numbers smaller or less than the number one are called fractions of the number one, or simply fractions.

The class may be told that the thing or number we divide to obtain these fractional parts is called the unit of the fraction; thus, when we divided the apple, that was the unit, — when the orange, then the orange was the unit, and when we divided the number one, then one was the unit. Tell them also, that when we do not know what the unit of the fraction is, we always suppose it to be the unit one.

N. K.

RECONCILIATION.

It is only a little floweret —
  Will you take it? Say "yes," and do;
I saw it alone in the pathway,
  And tenderly picked it for you;
But I wondered if you would take it
  When 't was offered, and then I thought
You would surely accept, and make it
  The pledge of forgiveness sought.

It is only a little snowdrop,—
  A dear little thing, you see,
With its petals closed like the sorrow
  Which closes o'er you and me.
Such a symbol of consolation
  It seemed midst the winter snow,
That I yielded to my temptation
  To pick it for one I know.

You will take it? No? then remember
  I never shall ask you again,
Though my hair be streaked like December,
  And frosted with sorrow and pain!
You 're weeping! do not, I regret it,
  T is making my spirit so sad;
But come, wipe those tears and forget it,
  And let me look up and be glad.

You deem you alone were offended,
  Whilst I am as sure it was I;
But the sorrow which sadly attended
  Has oft made me wish I might die!
But give me your hand, and believe me
  That justice alone do I claim,
And though it doth wofully grieve me,
  I promise to bear half the blame.

You will take the snowdrop — ah, bless you!
  I thank you again and again,
I 'll forget the sad words to caress you,
  Nor think of the cause of our pain;
I shall clasp your dear hand whilst those bright eyes
  Are smiling the sweetest amends,
And call you my snowdrop and heart's prize;
  So come, let us kiss and be friends.

M. G. A. T.

GLEANINGS, BY W. P. A.

COMMON VERSUS UNCOMMON THINGS. — "Nothing, I conceive, can be more true than the assertion that we have been eager to teach workingmen, as well as other men, *uncommon* things, while the things that are lying at their feet, those which are occupying them every day, those which affect the economy of their daily lives, are disregarded. If we can recall them to these things, if we can persuade them to think about these things, the moral benefit will be greater to them than even the external advantage. The good, I apprehend, will be especially of this kind. These common things have to do with human life, especially with domestic life. Instead of withdrawing a man from his home, they connect his studies with it. Things — common things — are instruments of raising the man morally, of making him less the slave of his circumstances, since he finds that he can mould and dispose them. The belief that he can substitute order for disorder in the arrangements of his household is an immense and unspeakable improvement to the intellect and character." — *Prof. F. D. Maurice; Learning and Working.*

PSEUDO-RELIGIOUS TEACHING. — There is a kind of Christianized teaching about philology, history, physiology, which seems to me most unchristian. It is offensive to the scientific man, because it twists facts to a moral; to the devout man, because it treats the laws of God's universe and His acts as less sacred than our inferences from them; to the workingman, because he asks us to help him to see the truth of things, and he thinks we are plotting to deceive him. If you regard Christianity as something to be spread and sprinkled over the surface of things to prevent truth from being dangerous; if you have not the courage to look into the roots of knowledge and science because you are sure that the God of truth and righteousness is there, you had better leave the workingman alone, unless you desire to make him a thousand times more of an infidel than you give him credit for being already." — *Prof. Maurice, ut sup.*

POST HOC NON PROPTER HOC. — "If Mr. Bruce meant anything by his speech . . . he meant that the boys at Cowbridge Grammar School ought to learn the classics and little else, because many of the most eminent of English political leaders have been good classical scholars. This is a very common style of argument, but it is exceedingly unsatisfactory even to those who, like ourselves, most wish that classical studies should be upheld. . . . If all the boys at our public schools learned nothing but Chinese, some of the clever ones would, from their circumstances of wealth and rank, be early introduced into public life, and would show in Parliament the cleverness they had shown in learning Chinese. Mr. Bruce spoke of Mr. Lowe, who was a distinguished university man, as having in his later days kicked down the ladder

by which he had mounted, and argued against the utility of the education he had received. This is begging the question. Mr. Lowe, being a very clever man, has shown himself later in life cleverer than most men who learnt Latin when boys; but this does not prove that he might not have spent his youth in learning something better. . . .

"In the next place if Latin and Greek have some special power of producing good Cabinet Ministers, it does not follow that they are specially useful to the mass of boys at Cowbridge. A deep and extensive knowledge of the classics may be the best training for minds that can take it in, especially if these high scholars have a life of wealth and leisure before them. But this does not show that to be able to bungle through fifty lines of Virgil at sixteen years of age, when his education closes, is the best result that the son of a Cowbridge tradesman could have reaped from the studies of his youth.

"Nothing hurts a good cause so much as bad arguments; and there is quite enough to be said on its own merits for the study of classical literature to make it very unwise to try to get up a factitious enthusiasm for this study by using arguments that will not bear examination." — *London Saturday Review, Dec.* 28, 1872.

JOHN HUNTER. — "I am unwilling to quit this part of my undertaking without stating Hunter's judgment respecting it in connection with his own course in life. When a young man he was entered as a gentleman commoner at Oxford, but he speedily left the university. In giving an account of that incident in his life in after years, he said: "They wanted that I should stuff Latin and Greek; but those schemes I soon cracked as they came before me," and more he said, in his usual plain and rough manner. I may perhaps venture to speculate that, had he remained at the university, had he adopted the studies of the place, he might, with his genius and indomitable industry, have made a name for success in tracing the development of language, in worrying words, or in commenting on the lost meaning (if they ever had any) in passages of some ancient author — in writing a book upon a book. But I more than doubt if in that case any number of his countrymen would be assembled eighty years after his death by the desire to do honor to his name." — *Dr. Quain; Hunterian Oration.*

THE BOSTON DAILY GLOBE is the largest daily in New England. It is untrammelled in politics and sectarianism; able and fearless in its support of our free school system, as of everything to elevate mankind and develop the resources of the State. Its editorials are from able pens, and worthy our perusal. The section headed "Educational," furnishes everything of interest to our profession from all parts of the world, thus making it a valuable visitor to every teacher's desk.

THE BOSTON DAILY NEWS is a small inexpensive daily, firm in its principles, and outspoken on the temperance question and every moral reform.

INTELLIGENCE.

MASSACHUSETTS.

BOSTON. — The public schools of Boston have given us upwards of *five hundred subscribers*. Will some other city give us as good a proportion?

Many teachers in the suburban towns make it a practice to visit the Boston schools on Wednesday and Saturday forenoons, and for the benefit of such we print the following information. Public Latin school, on Bedford street, Francis Gardner, Head Master; English High school, on Bedford street, Charles M. Cumston, Head Master; Girls' High school, Newton street, Saml. Eliot, Head Master; Normal school, Appleton street, Larkin Dunton, Head Master; Roxbury High school, Kenilworth street, Saml. M. Weston, Head Master; Dorchester High school, Dorchester avenue, Elbridge Smith, Head Master; Adams school, Belmont square, East Boston, Robert C. Metcalf, Master; Bigelow school, Fourth street, So. Boston, T. H. Barnes, Master; Bowditch school, South street, Alfred Hewins, Master; Bowdoin school, Myrtle street, Daniel C. Brown, Master; Boylston school, Washington street, near Dover, John Jameson, Master; Brimmer school, Common street, Joshua Bates, Master; Chapman school, Eutaw street, George R. Marble, Master; Comins school, Tremont street, Boston Highlands, D. W. Jones, Master; Dearborn school, Dearborn place, Wm. H. Long, Master; Dwight school, W. Springfield street, James A. Page, Master; Eliot school, N. Bennet street, Samuel W. Mason, Master; Everett school, Northampton street, Geo. B. Hyde, Master; Franklin school, Ringgold street, G. B. Putnam, Master; Hancock school, Parmenter street, J. W. Webster, Master; Lawrence school, B street, S. Boston, Amos M. Leonard, Master; Lincoln school, Broadway, C. Goodwin Clark, Master; Lyman school, Paris street, East Boston, H. H. Lincoln, Master; Mayhew school, Hawkins street, Samuel Swan, Master; Norcross school, corner of D and Fifth streets, J. A. Stearns, Master; Phillips school, Phillips street, James Hovey, Master; Prescott school, Prescott street, East Boston, Jas. F. Blackinton, Master; Quincy school, Tyler street, E. Frank Wood, Master; Rice school, Dartmouth street, Lucius A. Wheelock, Master; Sherwin school, Windsor street, S. C. Stone, Master; Shurtleff school, Dorchester street, So. Boston, Henry C. Hardon, Master; Washington school, 2000 Washington street, Leverett M. Chase, Master; Dudley school, Bartlett street, Sarah J. Barker, Principal; Wells school, Blossom street, Rodney G. Chase, Master; Winthrop school, Tremont street, Robert Swan, Master.

Dorchester District — Everett school, Summer street, R. T. Alger, Master; Gibson school, School street, Wm. E. Endicott, Master; Harris school, Adams street, Dorchester, Edwin S. Home, Master; Mather school, Meeting House Hill, D. B. Hubbard, Master; Minot school, Walnut street, Joseph L. Ward, Master; Stoughton school, Power Mills, E. M. Lancaster, Master; Tileston school, Mattapan, Henry B. Miner, Master.

MISS JENNIE COLLINS's kitchen school is designed to teach young ladies how to do general housework, making them adepts in some department.

THE New England Association of Superintendents of Public Schools, met in the City Hall, G. E. Wood, of Lawrence, presiding. Seventeen members of the Association were present, and their doings are chronicled in another place.

Free evening drawing classes are opened in the Dorchester High school.

Mr. J. F. Blackinton, Master of Prescott school, East Boston, received a cordial welcome and presents, at the hands of his associates and pupils upon his return from Europe.

The Committee have voted John D. Philbrick, Esq., a leave of absence from his duties as superintendent, from April 1 to September. We understand that Mr. Philbrick will visit Europe, and be present at the Vienna Exposition. Few men are better qualified by experience to see all the educational representations of the world and bring home the best features of each. His journey will not only benefit the city schools, but as one of the most active members of the State Board of Education he will learn much that will be of service to the Normal schools of the State.

LINCOLN SCHOOL. — Miss Susan G. Draper, a recent graduate from Bridgewater, is appointed as teacher in this school. —— Miss Clara F. Allen is substituting for Miss V. J. Comey, who has been granted a leave of absence for a few months. —— In this district a new Grammar school-house for girls will be completed this summer. It is reported as the best planned school building in New England.

MALDEN. — THE Middlesex County Teachers' Association hold their next meeting in this town, Friday and Saturday after Fast. A live programme has been prepared by the president, George E. Southworth, secretary J. S. Hayes, and associates. No teacher in the country who wants new, practical ideas, should miss this meeting.

CHARLESTOWN. — The annual report of the School Committee, with the semi-annual reports of the superintendent, and a full report of the dedication of the Harvard Grammar school-house, has been issued. It is ornamented with a beautiful view of the building, and plans of its interior arrangements. The report of the committee on the public library is added to it. The committee ask the following appropriations: Salaries of teachers, $100,025; care of houses, $6,000; books and stationery, $2,500; drawing schools, $800; evening schools, $800. Mr. F. A. Downing was re-elected secretary, and Mr. W. H. Finney was also re-elected treasurer. Prof. B. F. Tweed was unanimously re-elected superintendent.

CHELSEA. — Postmaster Blanchard has presented the High school several fine portraits of national celebrities, which are to ornament the walls of the large hall. The School Committee have asked the City Council by a vote of seven to two, to create the office of superintendent of schools. This question has been long agitated, and the action of the committee shows that they are aware of the needs of the schools.

WORCESTER. — Mr. A. P. Marble, the able and active superintendent of schools, has made his fifth annual report, which is full of interesting, reliable facts, and valuable suggestions. The expenses of the schools for the past year were $128,027, or seventeen per cent of the whole tax. Cost per scholar was $18.76. Evening schools cost $8.19 per scholar. The drawing schools cost $7.03 per scholar. There are 173 teachers with 10,465 pupils. 258 pupils were perfect in attendance. There were 181 boys and 255 girls in the High school. The teachers' salaries have been increased to the amount of $14,746. Worcester schools have never stood higher in efficient, practical work done, than now.

NEWTON. — Mr. Tilden, the popular and valuable teacher of music, has been re-elected at a salary of $2,500. He will now give his entire time to the schools of this town. —— The salary of Miss Fisher, at the Highlands, is fixed at $650. —— Miss Conner has resigned as teacher of a Primary school at West Newton. —— Miss Nettie T. Winship, who has

been absent for several weeks on account of ill health, has resigned the position of Intermediate teacher at Newtonville.—— The following resolution was unanimously adopted by the school committee: "Whereas it has come to the notice of the Board that the expenses of the graduating class of the High school have grown to an unwise amount, which makes it a burden to some of the scholars to graduate unless they separate themselves from the class in these matters; therefore, *Resolved*, That the committee recommend to the pupils great moderation in regard to these expenses." Also, "*Resolved*, That the School Committee of Newton recognize in the removal of Miss Lydia B. Bird from this world, the loss of a most faithful and successful teacher."——Miss Susan E. Copeland is appointed as Primary teacher at West Newton. —— Annie C. Grant has resigned as assistant in the Training school, and Martha L. Ware, Louise W. Stearns, and Lizzie Flint have been appointed teachers in the same.—— Priscilla K. Titcomb has resigned as assistant in the Claflin Grammar school, Newtonville, and Amy G. Brown, of Stoneham, succeeds her. —— Sarah E. Hayes is elected teacher of the North Primary school, Newtonville. —— The "Olympus" brought eleven cases of casts and models from England for the High and Drawing schools. —— Lucy Coe, of the West Newton Grammar school, has resigned, and Susan P. Richmond is promoted to the vacancy. —— Lotta E. Stearns has been appointed teacher in the Highland Primary school. —— No inducements have been sufficient to tempt our most efficient superintendent — Thomas Emerson — to leave the ranks for the New-England agency of a prominent New York Publishing House.

FITCHBURG. — The change from town to city government has caused quite a change in the school system. The employment of so experienced and efficient a gentleman for superintendent as Mr. E. A. Hubbard, long superintendent of the schools of Springfield, shows the wisdom of the present school board. Mr. Hubbard will not only infuse new life into the schools, but will greatly increase the per cent of practical benefit which the pupils will receive for the money expended.

WAKEFIELD. — Prof. W.H. Niles has delivered a course of scientific lectures before the citizens of this town the past winter. The hall has been thoroughly filled with an appreciative audience each evening. And it is creditable to the citizens of the town that no popular course of star lecturers was ever more warmly welcomed than these of Prof. Niles. Cyrus Wakefield paid the expense of the lectures. Like all of that gentleman's gifts to his townsmen, it evinces his judgment in selecting that which will be of permanent value to the people.

Prof. Niles, better than any other New Englander, can tell scientific truths in a manner to win the attention of children and parents alike.

PROVINCETOWN. — The report of the superintendent, B. F. Hutchinson, Esq., just issued, shows the schools to be in a very prosperous condition. The High school, under the instruction of A. F. Blaisdell, "has never met the requirements of a High school so well as now; the discipline is excellent; the teaching thorough and comprehensive." —— The Grammar school, in charge of Horace A. Freeman, "occupies a much higher position as a Grammar school, than any one school of the kind within our knowledge."

MEDFORD. — The High School Association, consisting of 215 members, held its annual meeting for election of officers, February 13, and chose Frank Harvey, President; J. E. Richards, Vice-President; E P. Hooper, Secretary; A. A. Sampson, Treasurer.

STOCKBRIDGE. — Jared Reid, Jr., has one of the most prosperous schools for

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"It is not only the fruit of extensive, independent, well-directed research, and a monument of untiring industry, but it is a substantive addition to the list of useful works of reference which lie at the foundation of even the smallest library, and which are the indispensable tools of the literary workingman." — *The North American Review.*

THE DICKENS DICTIONARY.

A Key to the Characters and Principal Incidents in the Works of Charles Dickens. By GILBERT A. PIERCE. With additions by WM. A. WHEELER, author of the "Dictionary of Noted Names of Fiction." 1 vol., 12mo. With Portrait and Illustrations. $3.00.

This volume comprises, in the most convenient arrangement for reference, all desirable information respecting the date, origin, and circumstances of Dickens's entire works; a sufficient description of every character introduced in any of his stories; a running outline of each of the novels; a classed list of Characters, and a very full General Index. Its completeness, accuracy, and systematic arrangement, render it indispensable to every reader of Dickens.

"It should be at the beginning, or end, of every shelf containing the writings of the great English novelist, and it is a handy book, to be placed among the 'handy books' of reference, even should there be no complete set of the novels to match it. No one can fully appreciate the value of this 'Dickens Dictionary' without examining it for himself." — *Cleveland Herald.*

"The Dickens Dictionary is compiled and arranged in an admirably systematic manner, to enable one to refer to any character or incident inall of Dickens's Stories. It is very rich in Dickens lore, and is an almost indispensable book to every reader of the great novelist." — *Boston Commonwealth.*

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boys, in New England. The present number is forty-two, — all that can be accommodated, — representing the whole country, from Maine to San Francisco, Montreal to Galveston. —— The town has appropriated the money for erecting a new High school-house for the occupancy of Mr. B. M. Hill, who has greatly built up the school during his three years' stay.

LEGISLATIVE. — The Committee on Education reported it inexpedient to legislate upon the question of allowing school committees to regulate the reading of the Bible in public schools. —— The committee visited the Bridgewater Normal School at the last examination, and after viewing the present boarding hall expressed themselves strongly in favor of an appropriation for its enlargement.

GENERAL.

THE Massachusetts Society for the Prevention of Cruelty to Animals, offers prizes to pupils in public and private schools for the best compositions on the subject, "Why should animals be kindly treated?" The offer is: Twenty prizes of five dollars each and one year's subscription to "Our Dumb Animals," to the writers of the three best compositions in each town and city in the State. The compositions are to be handed to the school committee by the 4th of March.

The Enfield School Committee have offered prizes amounting to $25, to be given to the best spellers.

RHODE ISLAND. — The Board of Education are working earnestly for the passage of a law enabling towns to compel the attendance of factory children at school. —— Prof. Edward G. Stone, of Hartford, has been before the legislature of this State, giving an exhibition of his deaf-mutes.

FOR THE VIENNA EHXIBITION. — In compliance with the suggestion of United States Commissioner Van Buren, Messrs. Wilson, Hinkle & Co., of Cincinnati, are about sending to Washington, to be forwarded thence to Vienna, a complete set of their educational publications, comprising a hundred volumes. They are intended for exhibition in the educational department of the International Exposition, after which they will be donated to the Strasbourg Library. The books are packed in a handsome oiled walnut case, manufactured expressly for the purpose, making a fine display.

NATIONAL. — General John Eaton, United States Commissioner of Education, has had an interview with leading educators and architects, relative to the model school building to be sent to the Vienna Exposition.

There are eight hundred and fifty academies in the United States, with 1,000 professors and 62,000 students.

New York city Board of Health, report the school buildings as "wanting in adequate means of thorough ventilation"; "the sinks, they say, throw out offensive odors"; "sewer gases escape into the class-rooms"; "the walls and ceilings of class-rooms and halls are generally in a filthy condition." Th s is rather a serious state of things.

COLLEGE ITEMS.—A company of Harvard students gave a theatrical performance at the Academy of Music in Chelsea, and were greeted by a fine audience. The college songs were not an uninteresting part of the entertainment.

Prof. J. H. Seelye, of Amherst, was at Bombay, January 30, and will soon visit Egypt, and thence return home.

Harvard freshmen elected in their Boat Club, C. F. Hodges, Captain; N. A. Thompson, Secretary; E. W. Swan, Treasurer. Ball Club, W. T. Weld, President; N. A. Thompson, Vice-President; H. P. Jaques, Secretary; G. A. Nickerson, Treasurer.

The Yale law school library has been removed to the new rooms in the City Hall, and 3,000 volumes added.

George Sheffield, a Yale graduate o '63, offers the Yale University crew a new shell, for the college regatta, of next July

Prof. Perry, of Williams, has given a course of free lectures in the Congregational Church at North Adams. A large and appreciative audience has been his reward.

THE School Board of Indianapolis forbid teachers to use text-books during recitations, but allow them to make an abstract of the lesson, to be used during the exercise. Good. Only the teachers ought to have got the start of the Board, instead of being driven to it. Nothing gives scholars so much confidence in a teacher as to see that he depends more on his brains than on the text-book. Of course this necessitates a special preparation for every recitation, which is just as important as a special preparation for every sermon. Deliver us from extemporaneous sermons, and our children from recitations for which the teacher has made no preparation.

BOOKS.

BACKLOG STUDIES. By Charles Dudley Warner. With Illustrations by Hoppins. Published by James R. Osgood & Co.

Conversation has been regarded by some as one of the lost arts,— we mean conversation as distinguished from talking; for as Cowper well says, —

"Talking is not always to converse."

When the fire on the hearth went out, many things, as our author suggests, went out with it. We can read the daily papers around a hole in the floor, but to carry on a conversation to compare at all with that which alternately smouldered and sparkled in sympathy with the great wood-fire of our boyhood, is out of the question. Mr. Warner, however, has succeeded by grouping his characters around an imaginary hearth, in giving us some admirable specimens of conversation in its best sense.

The attempt by the "autocrat" and "professor" to get up a conversation around the breakfast table, although a complete success in its way, had rather a boarding-house than a home flavor, and the presence of the autocrat was of itself sufficient to stifle everything like a free-and-easy conversation, where one may talk sense or nonsense, and perhaps contribute more to the interest by the latter, than by the former. In this charming little volume, we can feel the glow of the fire as it flashes and crackles after a poke by the fire-tender, and it cannot fail to bring back vividly to many, pleasant reminiscences of the time when such things as "home" and "conversation" had an existence. We are sure that this book will do much to restore the lost art of "conversation."

MYTHS AND MYTH-MAKERS: OLD TALES AND SUPERSTITIONS INTERPRETED BY COMPARATIVE MYTHOLOGY. By John Fiske Published by James R. Osgood & Co.

As modern science has utilized much that was formerly regarded as worthless, and thus added immensely to material wealth, so has philology utilized that vast mass of popular legends and superstitions which we have been in the habit of regarding as the worthless, though curious relics of past ignorance, and made them contribute greatly to ethnology and kindred sciences. In this book Mr. Fiske has popularized the knowledge thus obtained, and given us the results of an investigation which required more learning than most of us can lay claim to.

A myth, he defines, as "in its origin, an explanation by the uncivilized mind, of some natural phenomenon; not an allegory, not an esoteric symbol, but an explanation." "Primitive men," he says,

"had no profound science, nor were they such sorry pedants as to talk in riddles when plain language would serve their purpose. When they spoke of the far-darting sun-god they meant just what they said, save that where we propound a scientific theorem, they constructed a myth." We explain a thing by classifying it with things with which we are acquainted ; the primitive man, before the birth of science, explained it by classifying it with the well-known phenomena of human volition. Thus science explains the stars by classifying them as suns, — while the compiler of the "Mishkat-ul-Másábih" was content to explain them as missiles useful for stoning the Devil.

A myth and a legend differ in this, — that a myth always has a "physical meaning," which the legend has not. The legend, too, is confined to one or two localities, while it is characteristic of a myth that it is spread, in one form or other, over a large part of the earth.

In the light of these simple explanations and definitions, it is interesting to see how many of these myths give up their secret to the hand of a master, and how many which we had never associated together, touched by the magician's wand, are resolved into one. Thus, as Tannhäuser is the Northern Ulysses, so is Goethe's Erlking none other than the piper in Hamelin, and the piper is the classic Hermes or Orpheus. "His wonderful pipe is the horn of Oberon, the lyre of Apollo, the harp stolen by Jack when he climbed the bean-stalk to the ogre's castle."

The "physical meaning" is the wind sighing through the forest, or rustling among the dried leaves, as the father, in Goethe's ballad, tells his child. But how about the rats? Why, "in many countries, rats and mice have been regarded as sacred animals; but in Germany they were thought to represent the human soul."

Without entering upon a discussion of the question of exactly how much reliance may be placed on these speculations, we do not hesitate to say that every teacher, and every appreciative reader of the classics, ancient or modern, will be charmed and instructed by this book.

A Treatise on Physiology and Hygiene. For Educational Institutions and General Readers. Fully Illustrated. By Joseph C. Hutchison, M. D. Published by Clark & Maynard, N. Y.

In this work the author has attempted to "present the leading facts and principles of human Physiology and Hygiene, in clear and concise language," which may be easily understood; and we think he has been successful. It seems to us altogether the best book of its kind that we have seen. Free from technicalities with which many of our school physiologies bristle, it gives the facts in such form as to be easily comprehended by those who know no more of anatomy than the book teaches. The illustrations present plainly to the eye what is so familiarly explained in the text, and a pronouncing glossary of scientific terms is added, which will enable those who desire it to understand many technical terms not in common use. It is eminently a practical treatise, tending to a knowledge of Hygiene, or the art of preserving health. To any one who wishes to understand the laws of health, either for his own benefit or that of others who are committed to his care, this book will be of great service. It will enable teachers of whatever grade to make suggestions of great value, while as a text-book for high schools it can hardly fail to be of great interest as well as benefit. It is a most successful attempt to popularize important knowledge.

The Æneid of Virgil. Translated into English blank verse by Christopher Pease Cranch. Published by James R. Osgood & Co.

This is an attempt to translate the Æneid as literally, and into as idiomatic English as may consist with a metrical form, — and at the same time to make it a poem, retaining as much as possible of the spirit of the original.

The first of these objects certainly has not been, and we think cannot be secured when the translation is fettered by the jingling chains of an oft-recurring rhyme.

But though rhyme may not be consistent with a literal translation, rhythmical movement is essential to it as a poem. A literal translation of a poem into prose is simply a travesty. It is the play of Hamlet with the part of Hamlet left out.

All poetry moves in rhythmic numbers, and even prose, as it becomes poetical, strives to keep time with it.

Why not, then, it may be asked, preserve the exact poetical form and translate it into English hexameter? It is well answered by the translator, — "that there are serious objections to the use of this metre for the translation of the Æneid, or indeed for any long epic poem." "The trouble is to find in English pure spondaic words enough, without which the lines must be overloaded with dactyls," by which the movement of the verse in English must differ materially from that which the original metre conveyed to the ancients, or conveys even to us. We agree with the translator that "The hexameter belongs to the costume of the antique ages," and that "metres, like spoken languages, become obsolete and dead."

They may be used with good effect in brief poems, where their very quaintness is pleasing, but in a long poem they necessarily become monotonous. To us the form of blank verse adopted in this translation seems not only best adapted to an epic like this, but to approach nearer, in effect, the true English equivalent of the Latin hexameter than any other form of verse. While, therefore, we are pleased with the general design and form of the translation, it is but just to say that the success in meeting all these conditions is remarkable. While literal enough almost for a class recitation, it preserves all the aroma of a poem.

One or two quotations of well-known passages will afford the best evidence of the translator's success. Take, first, Neptune rebuking the winds, and calming the seas :—

"As when
Sedition rises in a multitude,
And the base mob is raging with fierce minds,
And stones and firebrands fly, and fury lends
Arms to the populace,— then should some man
Of reverence and of worth appear, they stand
Silent, and listen with attentive ears;
He rules their minds with words, and calms their breasts;
So all the clamor of the sea subsides,
When, looking forth, the father, borne along
Beneath the open sky, directs his steeds,
And flying, to his swift car gives the reins."

Book 1st, 148 to 157 line.

Or take the fate of Laocoön and his sons (Book 2d, 199 to 216 line) : —

"Here another dire event
More dreadful far befalls, disturbing us,
Wretched and unprepared, with gloomy thoughts.
Laocoön, chosen Neptune's priest by lot,
A huge bull at the solemn altars there
Was sacrificing, when behold, two snakes —
I shudder as I tell — from Tenedos
Came gliding on the deep, with rings immense,
Pressing upon the sea, and side by side
Towards the shore they move with necks erect,
And bloody crests that tower above the waves;
Their other parts behind sweeping the sea,
With huge backs winding on in sinuous folds.
A noise of foaming brine is heard. And now
They reach the shores; their lowering eyes suffused
With blood and fire, and lick their hissing mouths
With quivering tongues. We, pale with terror, fly.
But they with steady pace Laocoön seek.
First the two bodies of his little sons
Each serpent twines about, with tightening folds,
And bites into their miserable limbs."

THE REVISION OF THE ENGLISH VERSION OF THE NEW TESTAMENT. By J. B. Lightfoot, D. D., Richard Chevenix Trench, D. D., C. J. Ellicott, D. D. With an Introduction by Philip Schaff, D.D. New York: Harper & Brothers, 1873. For sale by A. Williams & Co.

The Harpers rarely send to their thoughtful readers so acceptable a volume as this. It comprises, in one, three distinct English publications, by three distinguished Christian scholars. The occasion which has called it forth, is the great work to which a large number of scholars in Anglo-Saxon Christendom are now giving their best thought, and

applying the ample stores of their learning. It is nothing less than the revision of the authorized version of the English Bible. For two hundred and sixty-two years, a longer period than from Wyckliffe's to the authorized version, has this translation been the most sacred thing known to Englishmen, and the most potent influence in transforming church and state. It has dethroned two monarchs, and beheaded one of them; it has changed the dynasty; it has reconstructed the constitution; it has directed legislation and education; it has given strength, beauty, and simplicity to the language; it has driven into voluntary exile men and women who prized it more than life, and founded an empire in the West greater than that of which Norman, Plantagenet, or Tudor ever thought or dreamed. And now, as this version has so moulded and refined and liberalized and elevated English thought, that it reacts upon its teachers; and they, with becoming reverence, strive to make its letter a worthier expression of its original spirit.

There have been few assemblages in this generation more calculated to stimulate earnest thought, or awaken elevated feeling, than that which now meets in Westminster Abbey. Whether we regard the place, or the object of the meeting; whether we consider the men as the representatives of all the leading types of conforming and nonconforming English Protestantism, uniting to make the Scriptures, which they hold so sacred, a worthier expression of that inspiration which filled the souls of prophets and apostles, or whether we think of the long succession of translators, confessors, and martyrs, into whose labors they have entered, or whether we allow our thoughts to wander through "those chambers where the mighty rest," where England has garnered the dust of those who have served her in the field, in the forum, and at her solemn altars, — we feel our souls moved to something more than common emotions. Would that we had time and space and power to do this subject some degree of justice, but we have not.

We cannot, however, but express the earnest hope that these thoughts, at which we have just hinted, may receive a worthy development from one of those who meet in the Jerusalem Chamber, to carry on the work begun by the "morning star of the reformation." Surely, the historian of Canterbury and Westminster must feel the great significance of what is now passing before him, and of which he is himself no inconsiderable part. Dean Stanley owes it to himself, and to the church which he so truly serves, to give us an historic picture which shall be the delight of the present and of succeeding ages.

The thoughts which this volume suggests have allured us from the volume itself. It is a volume which no teacher can afford to do without. To one who enjoys philological pursuits, and delights to learn grammatical principles, not in the abstract merely, but as they are applied in the expression of those thoughts which the world has come to prize most dearly; to one who would like to compare the Greek scholarship of the seventeenth with that of the nineteenth century, and especially to one who delights to take his Greek testament in hand and view its thoughts in their original dress,—in short, to the man of moral and religious feeling, as well as of literary taste and culture, this book will be found a priceless treasure, both for cursory and careful reading. We hope it may serve to awaken a fresh interest in the literary history of the Bible, and that it may also fix still more closely the attention of teachers upon the matchless beauty of diction in our English Bible.

THE

MASSACHUSETTS TEACHER.

[MISS ANNIE E. JOHNSON, Editor for April.]

VOL. XXVI. APRIL, 1873. No. 4.

AYUKE AT SCHOOL.

SAUNTERING about the streets of Macao twenty years ago, I used to pass a certain spot where a daily phenomenon excited my curiosity and demanded investigation. A sharp chorus of young voices issued from a loft over a carpenter's shop, and with such stunning effect as to drown all the thumping and scraping of the tools plying beneath. I was not long in discovering that this was a school, —the regular, genuine Chinese institution,— droning its dull round from one year's end to another, without vacation, without Sabbath rest, with no intermission save a rare holiday, plodding its dreary way onward over the track which little bare feet had pattered for two thousand years, and which apparently might, like Niagara, go on just so with "nothing to hinder" down to the end of time. And this chorus of voices, whose sharp pulsations on the hot air must have made it still hotter by sheer friction, was chanting the daily task from the famous Trimetrical Classic, with which Chinese children begin their Sisyphean scramble up the hill of knowledge. I mean Chinese boys; for the girls get none of the tuition their brothers receive, and accordingly escape the poundings with which the dearly-bought knowledge is driven into their brothers' little shaven heads.

Let us go into the school. We are Chinese parents, suppose, and have a young Celestial, Ayuke by name, whom we propose to put through, as far as the material will go. He is a nice little fellow, this Ayuke of ours, with a beautiful glossy pate, and a tuft of back hair already braidable into a stylish cue. What there is

inside this "shining ball" we have not fully discovered. We take him to the master. We make our bargain for his education. We agree to pay three or four dollars a year, or if it is a teacher who can "command his price," we go as high as a dollar a month. Like the majority of his class, the teacher to whom little Ayuke is consigned, is a scholastic past the prime of life, who has been "plucked" at the provincial examinations, and having failed of his degree and of the official appointment he aspired to, has subsided into a pedagogue. The disappointment has not improved his temper, but neither does it invalidate his qualifications to teach. He knows the four classics by heart, and has voice enough and muscle enough to beat them into the memories of his pupils. The school-room is a rude place, generally a loft over a shop, sometimes a bamboo shed cheaply thrown together for the purpose, rarely a decent room with comfortable appointments.

Quae cum ita sint, we commit little Ayuke to the course of nature and the master's bamboo. Being (according to the supposition) Chinese parents with a dash of Western ideas, we are supposed to retain a friendly interest in the boy's progress, after he is fairly launched in the ancient curriculum. Accordingly, we visit the school sometimes to see how he is getting on; which "we," however, does not include the better half of us, for being a woman, she, of course, never went to school and could not tell the first letter of the trimetrical from little Ayuke's last sketch of our Shanghai rooster. It is only WE, the husband and father, that has been educated, and, therefore, it is only WE, *pluralis majestatis,* that can look after our son and heir, while he is going through the mill.

The first day's lesson is the first three or four lines of the aforesaid Trimetrical classic. The master calls the class before him and begins with the musical quatrain,—

Jin chi tsu,
  sing pun shen;
Sing siang kin,
  sih siang yuen: *

* Men at their birth, are by nature radically good; In this all approximate, but in practice widely diverge.

whereupon the whole class chant it in concert after him. This is repeated and re-repeated, until every boy has the right sound of each character, when they are dismissed to their seats to study it by themselves: which they do aloud.

Then another set of boys go through the same process with the Hundred Family Name, or the Thousand Character Classic, or whatever other text-book may have been reached in the course. And when a boy has his lesson by heart, he is summoned to the teacher's desk, gives up his book, turns round back to him, and recites the whole, word for word. And so little Ayuke has got to *back through* his whole education. Let it be understood that this process is only the memorizing of the letters, getting the sound and form into the memory, by sheer dogged force of repetition and bamboo. It has nothing to do with the meaning of these characters. That is another process. The pupil is not expected to attach any sense to *Jin chi tsu, sing pun shen.* He is simply to daguerrotype the form of each character upon the eye, and din its sound into his ear, until it can never be lost; a process much like teaching an American child the sound *cow*, without informing him whether it means cow, or hippopotamus, or the temple of Jupiter.

Little Ayuke goes to school early, so his mother and I have to be up betimes. To be sure, we Chinese put together easily, and it takes little time; for though we are a very cleanly people, our toilet is simple, and is not encumbered with such preternatural enrobings and adornments as the Western *fankwei* submit to, poor slaves! However, we are up with the lark, — in fact, half a day before, if the lark lives in England; and our little shaver (we cannot comprehend why Western barbarians should call their offspring little *shavers*, when they do not shave at all, themselves or anybody else) gets to school at sunrise. There he studies, or something, till ten o'clock, and then home to breakfast, where his mother has ready for him a bowl or two of rice, with a few boiled shrimps or the like of that; and the little glutton has a keen appetite for them too. Then in the course of an hour or so he is back at his lessons, and keeps it up till five P. M., when the master lets him off for the day. We do not in our country waste time in vacations, and have no more holidays than are absolutely

necessary to keep on the weather side of the gods, — some ten or a dozen. So little Ayuke is in for the year; and, when that is up, I shall make a new bargain with the master as soon as convenient, and he will begin again.

This course will go on for some three years, more or less. By that time he will have gone through the required text-books, and committed to memory some two or three thousand characters. Then he will go back, and begin at *jin chi tsu* again, and go over the same course, to learn the meanings of the characters he has committed. This will take him two or three years more. And this will complete his Primary-school education.

But you must understand that our Ayuke is no common drudge, and we mean to make him one of the *literati*. Who can tell but that his genius may yet surpass the fame of Lin, who outmanœuvred the English diplomatists thirty years ago; nay, why may he not come up to the labors and glories of the divine Shun, or of Yu the Great, who four thousand years ago drained the floods of the empire, and reduced the chaos to order?

And here is what he will have to do. We shall put him through all the best schools of the province, and, if necessary, have him coached for years by a private tutor, until he is pronounced ready for examination. Once a year the government examination is held in the shire town of the district, and some two thousand candidates present themselves for trial. In due time our Ayuke will be among them. He will be shut up by himself in a solitary cell for a day and night, and will compose a poem and one or two essays on topics assigned by the chancellor. When the two thousand packets are examined, some twenty will be accepted and their authors passed. If he is one, he will receive the title of *siu-ts ài*, or budding genius, and we shall give a great feast in honor of so glorious a distinction conferred on our house. Then, after a further course of hard study, he will present himself as a competitor for the second degree at the triennial examination. Once in three years all the budding geniuses come up from each district to the capital city of the province, and are examined by special envoys sent down from Pekin. There will be some ten thousand of them, and only a hundred will be promoted. They will be examined three times, three days each time. It

Ayuke passes this terrible ordeal, he will be a *chü-jin*, or promoted scholar, and will be entitled to wear a gilded button on his cap and put up flag-staffs before his door. Tens of thousands of learned Chinamen never get beyond this; but Ayuke will not stop here. He is not fully a mandarin yet. In due time he will go up to Pekin with all the other promoted scholars from all the provinces, to try for the third degree. If he wins, he will be one of the two or three hundred picked men of all the learned and wise of the whole empire, and will wear the honorable title of *tsin-shi*, ready for office. That will make him a mandarin. He may have an office at once if he wishes. But more likely he will just try for the coveted distinction of membership in the Imperial Academy. He will gain it by proving himself to be one of the first twenty out of the whole two or three hundred. This will make him a literary grandee indeed, and will put him in the highest rank, among the few choice first scholars of the empire. For this he will be examined by the Emperor himself, in the palace.

There is but one higher distinction in the Central Flowery Kingdom to which any mortal can aspire. Once in three years, out of this highest selected circle, the emperor chooses one man, as the finest of all, the laureate, the *chuang-yuen* or model scholar of the empire, who by that last examination attains the highest possible summit of earthly felicity. No western dukedom or princedom, which comes by the paltry accident of birth and blood, can for a moment compare with this sublime elevation to which one climbs by the patient toil and study of a life-time, and for which he must outstrip one by one no less than two millions of competitors who started with him in the race.

This is what we dream for our little Ayuke. This is what he will begin to dream for himself before he is out of his teens. To be sure, he is hardly yet on the bottom round of the infinite ladder, and is still belaboring his glossy little pate with the first lesson, *jin chi tsu, sing pun shen*, but he has at least threescore years of *climb* in him; and by dint of midnight study and hard bambooing, he shall land on the topmost round, a ruby-buttoned mandarin of the first chop, or die in the attempt.

JOHN S. SEWALL.

Bowdoin College, Feb. 13, 1873.

TEACHING A FINE ART.

THERE are many ways of looking upon one's work in life, whether that work be teaching, or anything else. To some it is mere drudgery for daily bread, to be got through with as quickly as possible, giving the least amount of life and thought to it that will pass with one's employers, and secure the desired pecuniary reward; or, as Caleb Garth so well says in Middlemarch, "always looking over the edge of your work to the play beyond." Such persons have no pleasure in their work, and even recreation is soured by the thought of the daily drudgery to which they are bound. They may keep the mechanical routine of work going on, but they never add any new value to it, and they never get either refreshment or culture out of it. There are unfortunately many teachers of this class.

To a higher grade, work is a trade valuable for the result it brings,— not only in pecuniary profit to the workman, but in the production of good results to others. The honest workman of this stamp takes a pride in his work, is anxious that it should be faithfully done, and considers his character and reputation involved in it. The teacher of this character follows out methods carefully, is conscientious in the fulfilment of her duties, does not slight the slow or backward scholars in her classes, and secures the required results by bringing her pupils through a given amount of labor in a certain time. She has a satisfaction in her work, and finds tangible evidence of fidelity in the steady progress of her school. She is content, however, to follow in the beaten paths, and to do as well this year as she did last, content if her pupils fulfil the required round of studies, and order is well kept in her school-room. There are many such teachers doing honest and good work, and helping to carry on the great cause of education by thus holding on to the drill and methods which have been established as of general advantage.

But there are others who are not content without a higher intellectual aim in their work, to whom it is a profession, to which talent and thought must be clearly given. Such workers count as precious every opportunity for higher training, every new opening for light on their work or activity in it. Results are not

estimated by quantity, but by quality, and a new discovery which will revolutionize old methods is more prized than the sure results to be obtained by following steadily in the old paths. Such teachers work in their schools with enthusiasm, and find a keen intellectual and personal joy in the success of a new plan, in better methods of illustration and explanation, or in new forms of discipline. Pupils are raw material for interesting experiment, as the patient is to the professsional doctor, or the suit in equity to the lawyer. They bring an amount of quickness and activity to their work which vitalizes it all through, and makes every day's lessons something new and interesting. To such a teacher the Latin Grammar is always a new thing, since there is always a possibility of finding in it new relations, of illustrating it by new examples, and teaching it by new methods. It is to this class that we owe the elevation of education to a science, in which precedent and routine must not be accepted blindly, but the true laws of development be investigated and obeyed.

But it seems to me there is even one step higher than this; that there are those who always look upon their work as an art, to whom it has not merely a pecuniary or a mechanical value, nor even one solely intellectual, but who give their whole souls to it, and find in it a means of expressing the inward meaning and beauty of their lives. To such men the medium in which they work becomes plastic to their thought, and serves them to gain new heights of thought and love. The artist always puts a certain power in his work above and beyond himself. In his highest achievements he does not know whether he is conscious or unconscious; like a physical organization in perfect health, all keeps such perfect accord that the method of action is not perceived. Now, the teacher may eminently feel this about his art, for in the pupils before him he does not see dead matter to be moulded by his hand, but a living soul to be evolved out of its encasements into new and fresh life. Michael Angelo's wonderful sonnet, —

> Non ha l' ottimo artista alcun concetto, —
> Ch' un marmo solo in sé non circonscriva
> Col suo soverchio, e solo a quello arriva,
> La man che obbedisce all' intelletto, —

hints at this great principle of art,—the statue is within the block of marble,* and is rather developed than made. So the teacher who is an artist in her work will never feel that she is to shape her pupils into a fashion of her own, but that she is reverently to seek out the key-note of their natures, and draw forth the music in harmony with it. Coleridge says that "ideal art is the happy balancing of the generic with the individual," so that the form or face always suggests to you a fine general type, and yet always has characteristic expression of its own. The teacher who recognizes her work as an art will never be satisfied with producing a uniform set of pupils as like each other as peas in a pod; she will feel her work to be successful only when each one has been trained to full and free exercise of his special power. Our word "vulgarity" comes from the Latin *vulgo*, whose meaning is given "to impart to all without distinction"; and nothing is essentially vulgar but that which is unfit, which is used for all or by all, without discrimination of its meaning or adaption. The slang word, which is an offence in the mouth of the collegian, who applies it to everything, from his grandmother to his bootjack, is very likely a picturesque old word which becomes poetic when Emerson uses it to convey some humorous or rustic thought which the language of the schools does not express. Universal principles lie at the basis of all art as of all life; the teacher must understand these, or her efforts will be desultory and fragmentary; but nice adjustment to special cases is equally important, and in this consists all fineness and beauty of art.

The teacher who thus works seems to fulfil in her labor the old fable of Galatea, for the result of her art is not cold marble, but a living, breathing, loving woman, to become again herself, mother and creatress of life and beauty. To the teacher thus working, her work is her life and her joy; each new class is not an occasion for return to the old drudgery, but a fresh opportunity for new hope, new life, new expression. She finds trials and difficulties, as the artist does, in every path; but she can never have a certainty of failure, for the seed which she has planted,

* The best artist has no thought which a block of marble does not enclose within itself, but only the hand which obeys the intellect can bring it forth.

which seems to lie lifeless and unfruitful, may germinate and grow, and blossom into beauty after many years.

When we remember to how many wretched children in our land, especially in our large cities, the public school is the one point where they come into relation with a higher good, with a finer culture, and a loftier ideal, it seems to us as if the position and influence of a teacher were of incalculable importance. In the ragged Irish boy before her may be the sculptor who is hereafter to give expression to our fervent gratitude to our buried soldiers; in each child is certainly a great power for good or for evil; on her most likely, more than on any other human being, depends the direction which that power will take. If her religion includes faith in Human Nature and its Divine Possibilities, she will not shrink from the task before her, but have faith that with "hand obedient to her highest thought" she can bring out by her loving art the beautiful being which is *encased* within these dull, unseemly forms.

VISIT TO A SWISS SCHOOL.

We Yankees are in the habit of saying that the Pilgrim Fathers "planted the school beside the church," with the pleasant feeling that they had a kind of patent on the process; but John Calvin anticipated them when he inaugurated the Reformation in Geneva. It was an educational as well as a religious reform, and ever since then Geneva has been the nursery of the tutors and governesses of Europe. These Geneva schools are under the control of one of the Conseil d'Etat, who appoints the teachers, attends the examinations, etc., and from his hand must come every permission to visit a school; for these old-fashioned Swiss children are diffident. Frequent visits are found to interfere with their progress, and therefore no one is allowed to visit a school without a special permit.

A short time ago, armed with a formidable document of this kind, headed "Canton de Genéve," and signed Le Conseiller d'Etat chargé du Departement de l'Instruction Publique," two

Yankee women presented themselves at the Ecole Secondaire et Superieure de Jeunes Filles, that is, at the girls' High school, where there are at present six hundred and seventy-three incipient governesses between the ages of nine and twenty. The building is of gray stone, and severely plain within and without. It boasts of nothing agreeable to the senses except the continual plashing of a fountain in the lower hall. The wide halls and solid stone staircases are not so well adapted to the slaughter of the innocents by fire or panic as some we have seen nearer home, but they are fearfully ugly, and would make no show at all beside ours at the Vienna exhibition! The school is composed of six divisions, which are designated by numbers, No. 1 being the highest. The course of study includes the French language (spelling, grammar, composition, and literature), arithmetic, geography, reading, vocal music, drawing, history, physics, natural history, book-keeping, sewing, and religion,— French, singing, drawing, and arithmetic having decidedly the lion's share of attention. German and English are taught, and are generally learned, but are not obligatory. In physics there are only a few lessons on heat, electricity, and meteorology, and a few on chemistry as applicable to domestic economy; natural history has about the same amount of attention. The omissions in this course of study, as well as the fact that arithmetic, drawing, music, book-keeping, and natural science are all taught by men are suggestive; so also are the things which we do not see in similar documents at home — sewing and religion. Sewing is taught in all its branches, from darning stockings (which is a fine art here), to the most delicate embroidery. The Swiss evidently do not favor the "emancipation of woman."

Religion! Yes, religion. Once a week every pupil of this and every Geneva school — Romanist, Jew, and Protestant alike — receives religious instruction from some prominent minister of the church to which he belongs. And this instruction, while it prevents any child from growing up in heathen ignorance of any religion, certainly has not the "narrowing influence" which the opponents of religious instruction might suppose, for not Boston itself is a more prolific hot-bed of isms than this same little Geneva.

But we are a long time on the way to Section 4, where we heard a history lesson. On the way up-stairs the Professor apologized for his pupils, saying that the lesson for the day was on the political institutions of Sparta, which were not very interesting to *girls*, with an emphasis on "girls" not at all pleasing to a Yankee woman's ear. We entered a large rectangular room,— the sixty pupils of the class all rising as we entered, and remaining on their feet till we were seated, though manners are not mentioned in the course of instruction. Certainly the path of learning is not a flowery one for those sixty. The back of the room serves as their dressing-room; the unpainted and much worn desks are crowded as closely as possible, the seats are rough benches, barely wide enough for their occupants, and to all appearance extremely uncomfortable; the floor is unpainted, and the dingy walls are adorned by a single blackboard and four maps, — the two hemispheres, Europe, and Switzerland. The air of the room (if such a "congregation of pestilent vapors" can be called air) was simply awful; one need but cross the threshold to suspect, what careful observation convinced me was true, that there is not the slightest attempt at ventilation. I could not help thinking that the lack of interest in the history lesson might be quite as much owing to impure air as to the institutions of Lycurgus. The average age of the pupils was about twelve years, there was not a single pretty face among the sixty, and nearly all looked sickly. But there was no occasion for the master's apology; those valiant little Swiss girls triumphed over the combined forces of Lycurgus and carbonic acid gas; there was no lack of interest in the lesson. The first part of the hour was devoted to recitation, the master asking questions, and calling for individual answers; but the most interesting exercise was the preparation for the next day which followed. All opened their books while the Professor read aloud, stopping continually to ask the meaning of difficult words and expressions, or the why for such and such institutions and circumstances, or to compare the government of Sparta with their own. Full half the hour was devoted to this beautiful exercise, and she must have been a very dull scholar who did not understand and enjoy it.

From this division, we went to No. 2, where there were about

thirty girls of fifteen or sixteen years. It was recess when we entered the room, the windows were open, and the thirty girls were flying about and chattering as only school-girls can. Unlike the other class, these girls almost without exception looked healthy, and many were pretty, having the rich complexions and dark eyes which are the chief charms of Swiss women. Presently the hour for recitation arrived; and without any bell, but with many sh-sh's from the teacher, order was gradually restored, — very gradually, for these girls were full of life to the ends of their fingers, and the teacher had yet to learn that system is the *sine qua non*, the end and aim of school. But the current once turned, all this animation was given to the lesson. It was not a quiet class, the sh-sh's were frequently repeated, but it was a wide-awake and thoughtful one. There was not one listless or inattentive pupil. The lesson was in Commercial Geography, and wines and spirituous liquors was the subject for the day. The appearance and qualities of the principal varieties of wine were described, and the vineyards from which they are produced named and pointed out on the map. (There were three maps and a blackboard in this room.) Then whiskey, brandy, etc., were treated in the same way. In spite of the lack of "advanced ideas," this exercise was as perfect as any it ever was my good fortune to hear. Again the last half of the hour was devoted to the lesson for the next day. This time the mistress read it from her manuscript, and the pupils copied it carefully with ink.

From No. 2, we went to the gymnasium, where the youngest class were developing their muscle. This was another large dingy room entirely unventilated, with an earth floor covered with tan bark. The little ones were dressed in gymnasium costume, and looked like a troop of little monkeys gambolling on their native heath. There was no music, and seemed to be no regard to grace of motion, but the children took much the same kind of exercise under the master's direction that they would have had in romping by themselves.

In the gymnasium noon surprised us. We were glad to escape from that prison-like atmosphere, and came away meditating on many things.

The results of this and similar teaching, as I have seen them

in Geneva, are noticeable. Genevese women of the middle class are sensible, energetic, and accomplished. They know how to darn stockings, almost all speak three languages (a knowledge of five or six is not rare), are good musicians, and converse agreeably on a great variety of topics. It is true they "do not see the use of" algebra or geometry, and generally imagine that a knowledge of science would destroy the poetry of nature, but their perfect command and agreeable use of what they have learned is admirable. Their education is narrow but much more thorough than ours.

It is plainly to be seen, that a visit to a Swiss school is calculated to swell with satisfaction the mind of an "American citizen." Indeed, all foreign institutions are so well calculated to inflate that highly expansive organ, that they seem to have been foreordained and set in motion by a kind Providence for that special purpose. A traveller from that happy land which we are fond of telling Europeans is "a great country, sir!" is immediately struck with the dulness of the Swiss mind. Over three hundred years has this school system been in operation, and it has never yet dawned upon any Swiss patriot that it might be made a vast machine for the benefit of publishers. No one has invented a beautifully expansive "series," by which arithmetic, grammar, and geography may be made to "drag their slow length along" through an entire school course. But aside from this remarkable but excusable obtuseness to self-interest, what lack of mechanical ingenuity! While young Boston and Chicago, and many other American towns, can point with pride to a system of machinery as perfect as that of a paper-mill, where the raw material of vastly different kinds is all put through exactly the same processes, and is finally turned out in immaculate sheets, exactly alike, all very thin, all nicely ruled in straight lines, but otherwise blank, these dull Swiss have hardly anything that deserves to be called a system. They have no two schools exactly alike, and the dominant idea in all seems to be, not to make model brain-mills of the schools, but to make model men and women of the children.

The more one studies this mournful lack of "progressiveness" in Swiss schools, the more one is struck with their results, or

with the results which they certainly have no mean share in producing. The average Swiss seem well adapted to the world into which the school launches them. They are successful in whatever they undertake, whether agriculture, watch-making, banking, or a religious contest; and Helvetia points with pride to a long roll-call of illustrious men who have been successful in science. They are *honest.* In some way, to some more "progressive" people,—alas! unknown,—they are taught to think *being* better than *seeming*, *morality* better than *money;* and though they are an acquisitive people, fond of financial pursuits, their business annals boast no synonymes for Fisk, Gould, Erie, Tammany, or Credit Mobilier. They are a patriotic people; their national life has been one long struggle for national liberty; and though their business energy takes them to every quarter of the globe, they always love to call themselves Swiss, and almost always go home to enjoy the fortune which they have won in foreign lands.

Of course we Yankees have nothing to learn from foreign school systems. Are we not intending to instruct and edify all Europe, assembled at the Vienna exhibition, by a model school-house, with patent doors, patent ventilators, patent desks, patent slates, and patent everything else up to the teacher? But, from an antiquarian point of view, these Swiss schools are really interesting to us; and as fixed points from which we can reckon our "remarkable progress," they really become a pleasing tribute to the American Eagle,—as such this Yankee woman has ventured to give this short account of one of them to the readers of "The Teacher."

L. N. H.

THE END OF EDUCATION.

"I CALL therefore a complete and generous education, that which fits a man to perform justly, skilfully, and magnanimously all the offices, both public and private, of peace and war.

"But here the main skill and groundwork will be to temper them such lectures and explanations upon every opportunity, as may lead and draw them in willing obedience, enflamed with a study of learning and the admiration of virtue, stirred up with

high hopes of living to be brave men and worthy patriots, dear to God and famous to all ages, that they may despise and scorn all their childish and ill-taught qualities, to delight in manly and liberal exercises ; which he who hath the art and proper eloquence to catch them with, what with mild and effectual persuasion, and what with the intimation of some fear if need be, but chiefly by his own example, might in a short space gain them to an incredible diligence and courage ; infusing into their young breasts such an ingenuous and noble ardor as would not fail to make many of them renowned and matchless men."

So wrote the noblest of the men of the English Commonwealth, the one most learned, and most truly influenced by that which he deemed the end of learning. What a magnificent nation that would be, whose schools should train their pupils to perform justly, skilfully, and magnanimously all the offices of peace and of war. And for this end are public schools established, — this is the warrant for expending public moneys upon them. It is for the interest of each citizen of the Commonwealth, that every person in the state be so trained, that he shall be influenced by the noblest motives to do the best work that it lies in him to do, whether for the public or for his own private good. In a republic especially no man stands alone, no man is free from governmental responsibility. And, for the most part, the man works on in the direction which his early training has given him. If that has appealed to the best impulses of the man, they will influence him and shape his deeds ever after. Pre-eminently, then, is this a subject for the thoughtful consideration of the public school-teachers of a republic. They are daily shaping the future of the country. The courses of study, the purposes to be attained in the judgment of the teacher, the plans he forms to accomplish those purposes, the methods of working which the children are taught, the objects for which they are led to work, the motives by which they are allured or compelled to do the daily work, all shape the characters of the coming men and women, the future citizens.

That a man should be able to perform *skilfully* all the things which he is able to do, requires much training in methods of working ; that he may do such things *justly* and *magnanimously*, requires a perception of the end as well as the means ; and this perception of the end will soon make the means flexible in his

hands, so that, if there be a wiser way than that which he has been taught, he will reach after and find it. A training which should regard the first exclusively, would make a person stupid and unthinking, easily duped, and it would also tend to keep him on the lowest round of the ladder of civilization. That which regards the second alone, will render him a generous and thoughtful but an unpractical man.

It should be the aim of the teacher to combine these two, that the halves may supplement each other, and form the whole rounded man. Could this be accomplished in our public schools, what a glorious future would open in long perspective for our country! If in each method of school-working the underlying principle were brought to light, and the child could see the unchanging truth under the shifting method, could find the firm foundation on which his mind might rest, he would inevitably be led to distinguish form from substance in each subject taught, and to look for the substance ever afterwards. It would be the beginning of a habit, the first step in a life-long series. The boy would grow up into a man incapable of being deceived by a form of words, of being the easy dupe of superficial schemers. The habit of looking for the principle, the truth beneath the outward seeming, would prevent him from mistaking falsehood for honesty, and he would, at least, call things by their right names.

I think it may be said of the New-England school of the past, that, whatever great and unpardonable defects of method, or of courses of study, the modern progressive teacher may charge it with, it did do something towards training living, thoughtful men and women. I earnestly desire that we should be able to keep that still as the most prominent characteristic of our schools. There was very little of system in those schools. For the older boys and girls, the course was optional, — a feature of late transplanted to some of our colleges, with good effect, it is said. The change from the old school to the system of to-day has been gradual. First, came grades of schools in the towns, with courses of study for the different grades. Then followed examinations for advance from lower to higher schools; then comparisons of the schools of different towns; and so attention has been gradually concentrated upon the methods of teaching, upon the courses of study, — the things most obvious, and therefore the

easiest to compare. And there is great danger that these which are the means only, will be permitted to usurp the place of the ends.

Another influence, too, has been felt in the shaping of these courses, and in the deciding of the ends of study. The common schools have always been influenced, as to their work, by what was taught in the higher schools and colleges, and the changes in these higher schools have affected the lower ones. The college of fifty years ago had a carefully prepared curriculum, intended to develop mental power, and was expected to send into the world, from year to year, a class of men who should be fit by their training, and the comprehensive power gained by it, to direct and mould the communities in which they dwelt. In New England especially, the one thing coveted, the most desirable possession for the sons of a family, was, not money, not a lucrative business, not any of the things most valued to-day, but a college education. But the new enterprises of an enlarging country, the development of its resources, the opening of speedy means of communication through its vast extent, have all been so many means of practical education; there has been such a call for workers that the time for training has been curtailed. Shorter processes of education have been demanded, a speedier entrance upon life than could come through the long fitting for college, and the four years' course there and the subsequent professional training. Technical schools have sprung up, optional college courses and scientific classes have been arranged, to meet the demand for a hastier preparation for practical living.

In the shaping of the courses of study for the common schools, the same looking towards the work of life, the giving of instruction that will fit one for employment, are more and more the subjects of consideration: the child must be taught to be a bread-winner; the instruction given must make him skilful in the arts of life. Courses of study or modes of teaching which lead the pupil to ask not only *how* to do anything, but also what the thing is to be done, and whether it is worth the doing, are falling into disrepute. Is there danger that the artisan shall be exalted at the expense of the man? Is there not a middle ground? May not the courses of study and the methods of teaching be such, that both means and end shall be obtained? If it could not be, if the training to think, to look for the reasons of things, to

search for truth as well as dexterity, were incompatible with the acquisition of working skill, with the fitting one to meet the demands of daily life, then it must be that the highest and noblest powers of the mass of mankind are to rust unused; then any form of government which is to rest on the ntelligence and wisdom of the whole community is impossible.

Since far the larger portion of the pupils in our public schools, the vast majority of our boys and girls, will have only such education for their work of life as the primary and grammar schools will furnish, is this not a question which comes home to all the teachers of the Commonwealth? Is it not the question which the teachers of Massachusetts need most to consider? What are the ends for which we should work? With what kind of results may we rest satisfied? Is the school to make children quick accountants, rapid workers only, and accountants, workers by rule, along lines marked out by other minds? Or is it possible to lead the child along inductively, to feel out, to think out, his own ways of doing things? May he be made a self-moving power, intellectually as well as morally, directing his power along pathways worked out by himself? May he be so wisely trained that this higher, nobler life may be attained, and the lower also secured? Not that this is as easy a thing to do as the half of it, but it is a surer one. Any education which does but one of these two things is only a half education. This is felt in those schools which aim especially at technical education, and the need is sometimes met by courses in literature, and other subjects apart from and outside the regular courses of study. But the need is not to be met so in our common schools. The twofold purpose of education, the development of the living power itself, and then the training for use in daily life must be accomplished, not by parallel courses of study, but by working in every branch pursued, for both purposes, the means and the end. The what for, and the how, must be kept in view all the time, in every subject taught.

A. E. J.

PRIMARY-SCHOOL TEACHING.

It has been said in derogation of the "Teacher," that, while it has numerous articles on High-school topics, but few are published relating to Primary-school instruction. If this be true, it must be the fault of the Primary-school teachers in neglecting to contribute to its pages, for none probably are better qualified than they to write understandingly upon these matters.

It has also been alleged that there is a dearth of "practical papers."

The writer of this contribution has therefore ventured to attempt in it to meet both objections.

One of the earliest matters in Primary-school work is the teaching of the alphabet, a work probably as barren of interest to both teacher and scholars as can well be imagined, and one over which much of the spent time is doubtless wasted.

The following is suggested as a method by which the time required to learn it may be shortened and the work made more interesting.

To begin, then: abandon at once the idea that it is at all important to have the letters learned in their order. Why should they be? Once learned, does the child or the teacher ever make any especial use of the fact that A is the first and S the twentieth in the alphabet, except by and by, in dictionaries and alphabetical lists? Certainly not.

Teach first, then, a few of the most commonly used letters, with which words familiar to the little folks may be made. Printers tell us that "e" is the most used, and "a" nearly as much. Let us first give them these. When they are mastered, add another, as "m," which with "a" will make "ma" and "mama," and with "e" will make "me." Now add "n" perhaps, making "man" and "men." "P" may now be added, giving "pan, papa, map, and pen." Five letters have now been learned and eight words, and no small advantage will be gained from the fact that the *use* of letters — a great mystery, no doubt, to their little minds — has been immediately illustrated. Quite likely they will be eager to learn more letters so that they may make other words, and in this way, by gradual and pleasant steps, not only the whole alphabet will have been acquired, but considerable progress will

have been made in the reading of easy words and short sentences, which is often, if not usually, deferred until twenty-six letters have been fully committed, — a task more difficult, doubtless, to a *child* (think of it), than it would be to *us* to master either of the alphabets with which the closing pages of "Webster's Unabridged" are illustrated.

Enough has now been said, probably, to give an idea of the method proposed. Successful teaching, by this or any other, will require study and thought on the part of the teacher. The letters and words mentioned above may not be the best that could be chosen; and, at the most, they indicate only the beginning of a work which the teacher herself must develop, elaborate, and put into practice. But if she is earnest in her labors, if she desires to be in the truest sense "a good teacher," she will find in this very preparation of the work for her little charge, and in the satisfaction which will come from seeing them enjoying it, a reward for herself which a mere mechanical humdrum teaching, without preparation, never gives. For even *Primary*-school teaching needs forethought and preparation to make it most pleasant and profitable to the scholars, and these, moreover, make it much less irksome to the teacher.

A few words upon the manner of teaching the separate letters may not be out of place. A good way is to put upon the blackboard (a grand essential in a school-room) the letter to be learned. Let several of the class repeat its name (or sound, if preferred). Now cover a space on the board as large as a handkerchief, perhaps, with letters put on promiscuously, including an abundant sprinkling of the one in question, which retains its place also at the top of the board. This done, let any one who can step to the board, and draw a line through one of them, telling its name at the same time. Now another scholar and another, till the letters like the original one have all been marked. Repeat the exercise. Let a few try to make the letter on the board; do this constantly with each new letter, including those learned before. The children will enjoy it and will retain them well in their minds. Or have a box of cards each bearing a letter, and let them pick out of the box the letters placed on the board. After the exercise, let them cover one side of their slates with the letters and little words just taught. Thus the alphabet, reading, and print-

ing will go on together, each lesson be interesting, and progress rapid. Figures and numbers have been taught very successfully in a way similar. The ten figures were written in a row at the top of the board, and there kept day after day. The scholars able to count to ten, had only to do so to learn or recall the name of any figure. Each day a considerable space on the blackboard was covered with figures helter-skelter as fast as the teacher could make them, while the children looked smiling on. They were then allowed to come up and mark the "4's" till all were marked, then the "7's," and so on till the whole were crossed. If they forgot the figure, they had only to look up to the top of the board and refresh their memories. When the figures were learned, numbers of two places were taught, then those of three, and so on, till in a few weeks, without any conscious study, but through what was only "fun" to them, most of the class could read and write numbers of six figures. It was found best to avoid at first numbers with zeros, especially such as 100, 700, 1,000, etc. These being ignored for a time, the liability to such error as writing 10029 for 129; 4,000,347 for 4,347, was found to be very much reduced. And when, at length, 496, 9,472, and similar numbers could be promptly and correctly written, the use of ciphers as substitutes for significant figures was taught, first by giving out the same number successively changed in one place, as 9,072; 9,402; 9,470 then the same changed in two places, etc., and following this by practice in writing other similar numbers from dictation. This method, as has before been said, was very successful, and it was also highly interesting to the little folks with whom it was adopted.

Fellow-teachers, if now this paper answers in any degree the demand for "practical articles," and for those relating to Primary schools, its object will have been accomplished; and I hope that others of you, drawing from your observation and experience in schools of various grades, will also give us the benefit in future numbers of our magazine.

B.

Resident Editor's Department.

Our February number contained a brief article from a successful teacher of much experience, under the caption of "Queries and Notes," to which the writer, who handed his article to us, had not attached his signature, and we, inadvertently, failed to do it. The article, as its title indicates, was rather suggestive than exhaustive, and we, perhaps interpreting those suggestions in the light of what we knew to be his practice, failed to see that they inculcated anything dangerous. We have received, however, a communication which we herewith insert, from a teacher of nearly the same experience, in which the writer expresses the opinion that the advice "about dates" is calculated to do much harm. We agree perfectly with this writer, in his estimate of the value of chronology in the study of history; and we doubt if the author of "Queries and Notes" would differ from us. We supposed when we read his article that he had in mind those teachers that make history, as taught in some schools, little else than a chronological table. We have, ourself, been in a school where the pupils were reciting the "chronological recapitulation" in Anderson's Grammar-school History of the United States. Upon asking the teacher whether she could remember them all, she told us frankly that she could not, adding that she had no faculty for remembering dates. We suppose it was to guard against something of this kind that our correspondent aimed.

We agree, too, with our second correspondent about the "bones of the turkey." They are undoubtedly a great convenience, at least, to the living bird, though we are thankful that we are not called on to masticate and digest them. But we think the illustration a good one. We would have a chronological skeleton on which to hang historical events, but we would urge teachers not to make too much of the bony part. Our own experience in studying and teaching history leads us to the belief that a *few* of the most important dates, thoroughly fixed in the mind by frequent repetition, is the best groundwork for chronology; and that minor events grouped around these dates, in such a manner as to show their logical sequence, will be most easily retained and made available in this way. The same principle, we think, will apply to the facts of geography. We remember being told by a gentleman whose knowledge of geography was very extensive and accurate, that if he knew more of geography than most people, it was because he had not tried to remember so much. He had fixed a few important points definitely in his mind, and clustered all others, as they came up, around them.

With this brief statement of our own views, and thanking our correspondent for his strictures, we allow him to speak for himself. We hope this article may be as useful as the preceding, in stirring up somebody to a further discussion of methods in teaching history.

DATES.

To the Editor of the "Teacher."

In the February number of the "Teacher" you ask "what about dates?" and then proceed to answer the question in a manner which seems to me calculated to do much harm.

I have no desire to enter into a controversy on the subject, nor present myself as the champion of any particular *hobby;* but my convictions, which are the result of twenty years' observation in the school-room, are directly opposed to your views; and, with your permission, I will state my reasons.

The whole tone of your short paragraph seems to me calculated to encourage the too prevalent tendency to seek a mere smattering of knowledge, which, either for business purposes, scientific investigation, exact reasoning or the speculations of philosophy, is utterly worthless.

You say of dates, "Let them mostly repose in the safe repositories of encyclopædias"; and "there should be no special effort made to remember what your library will keep so nicely"; and again, "the most important (dates) will crawl into the mind of their own accord."

This would be a very popular programme with lazy pupils, and you would probably find none of that class in the Commonwealth who would not endorse it.

It applies equally well to all knowledge.

Why not store your library with standard works on history, geography, philosophy, etc., and fold your arms with the consoling reflection that encyclopædias are safer repositories of knowledge than your children's brains?

There can be no escape from the conclusion, if "no special effort should be made to remember what your library will keep so nicely."

But it seems to me that chronology bears the same relation to history that maps bear to geography.

We teach pupils that history is a record of events arranged in chronological order; and if we teach wisely, we attempt to show them that each event is the logical, or *psychological*, sequence of others. "History is philosophy teaching by example." Events succeed each other as effect succeeds cause. Now, can a knowledge of past events be anything more than a mere jumble, without a chronological arrangement?

I am, by no means, an advocate of making the teaching of history to consist entirely of memorizing dates. I regard that as only a part of the work. We do not eat the bones of the turkey, but there can be no doubt that the turkey finds the bones very convenient for support and locomotion.

It seems to me that both chronology and geography are essential in teaching history.

A pupil must learn *when* and *where* an event took place in order either to retain it or derive any use from its knowledge.

You say you once knew a man who had a genius for remembering dates, but his mind was as dry of all attractive knowledge as a Sahara without an oasis.

Well, what of it? Does that argue anything?

I once knew a very pious man who tried to shoot a squirrel without any lock on his gun, but I never supposed that that argued anything against guns *with* locks on them, or against good men's shooting squirrels.

D. B. H.

Boston, Feb. 24, 1873.

SCHOOL JOURNALISM.

THERE is no department of periodical literature which has increased more rapidly than this. In fact, it may be said to be the growth of the last quarter of a century, and, in looking over our exchanges, we do not hesitate to say that we are proud of it. We say this, notwithstanding one of our religious journals has recently spoken of it as "pitiable." And why? Because, forsooth, "the same subjects are under discussion now" as "last year, or the fifth, tenth, or twentieth year before." Well, sure enough, why do not the teachers' journals grapple with these subjects and settle them at once, as our religious journals have settled the questions concerning the trinity, infant baptism, future punishment, etc., and then, "leaving the things that are behind, press forward" towards a higher mark? Whatever the short-comings of school journalism, and doubtless they are many, we have the satisfaction of knowing that they are due rather to the immaturity of youth than to the dotage of age. Can all the professions say as much of their periodical literature?

Of the journals now before us, taking them as they happen to lie on our table,— and we have them from almost every New-England, Middle, and Western State, and some from Southern States, — there is not one that does not contain articles of interest upon subjects that had not been broached twenty years ago, and many of them not half that time. Had the discussions and suggestions contained in them been available when we began teaching, we might have been spared many a blunder, and profited not only by our own experience, but by that of many who were more competent to draw lessons of wisdom from their experience.

With such an array of school journals at command, while we would not advise our Massachusetts teachers to take others in preference to our own, we would advise all our young teachers, and those who propose to teach, to take some of them, in addition to it. It seems hardly worth while to advise our older teachers to do it, for if they are not already alive to the necessity of availing themselves of the best thoughts of educationists throughout our own country, at least, they must be, in Falstaffian phrase, "past praying for."

ANNUAL MEETING, 1873.

NOTHING daunted by their recent snowy experience, the directors of our Teachers' Association have voted to make another trial of Christmas week and Worcester as the time and place for our Annual Meeting. The Monday, Tuesday, and Wednesday following Christmas are the days selected, and the

exercises will be conducted in general session except during one half-day when the association will be divided into Primary, Grammar, and High School sections, each occupying a separate hall and attending to separate exercises as at the recent meetings at Boston. The President, Secretaries, and Treasurer have been constituted an Executive Committee to prepare the programme and arrange the various details of the meeting, and in order that the exercises may be of the highest interest and benefit, they earnestly invite teachers school committees, superintendents, and all interested, to suggest to them questions for discussion or topics to be considered at the meeting, addressing their communications to the President, — Albert G. Boyden, Bridgewater.

With reference to the time, it may be remarked that it is found that Christmas-week is already quite generally a vacation-time in the large places in the State, and that the custom of closing the schools at that season is becoming more general; and it was the opinion of the directors that, if possible, the meeting should occur when the schools are not in session.

ALFRED BUNKER.

TEACHING SCIENCE TO CHILDREN — PRANG'S NATURAL HISTORY SERIES, EDITED BY PROF. N. A. CALKINS.

MR. EDITOR:

It is the wish of the writer to call the attention of teachers, and of all interested in the education of children, to the admirable Natural History Series, prepared under the supervision of Superintendent N. A. Calkins, of New York City, and published by L. Prang & Co., of Boston. At the recent meeting of the State and City Superintendents of schools, held in Worcester, this series received the cordial approval and recommendation of those present, and it has received a similar endorsement by all the leading educators of the country who have given it an examination. The writer had intended to present his views of the importance of the subjects of study embraced in this series, and to show how this series meets the long-felt want of our schools; but after reading the following article in a recent number of the "New York Times," he prefers to send it to you, rather than anything which he might write, with the request that you will reproduce it in your Journal for the benefit of your readers.

P.

ONE of the greatest practical difficulties of teachers is to keep pace with the now scientific drift of the age in the instruction of children. Every intelligent person now recognizes that the teaching of children should, so far as possible, begin with natural science; that is, that the child should be taught to observe nature, and to classify its observations. The first unconscious movement of the young mind is to note everything without, and especially to watch the habits and appearance of animals, the colors and actions of birds, the favorite place and the beauty of particular flowers, the habits of insects, and all the obvious phenomena of the natural world. Children in cities, of course, lose this most healthful education, and, unless artifically trained, grow up unused to this sympathy with, and observation of, nature. The residents of towns, who themselves were brought up in the country, can alone appreciate how great a loss it is in early memories, and in healthful mental habits, to spend childhood and youth in a large city. But even with the young who are

growing up in the country, the great object of the modern system of education is to train these native habits of observation, to lead the pupils to observe every peculiarity of the animal or the flower, and then to put these characteristics in a class, and so finally to reach one great end of science,— the classification of phenomena. As soon as the scholar begins to group objects, a new world is open to him. The "kingdoms of life" are no longer an inextricable labyrinth of individual objects, but they shape themselves into orderly and systematic realms, where each member is united by common resemblances to the other, and classes and long links of relationship are discovered and fixed in the young mind. When the habit and training of classification are once imparted and fastened, all observation becomes scientific. The child puts the bird or the flower, or the forest animal, or the insect in its proper place in the great realms of life, or seeks to join it with others by peculiarities which it notes. In this mental process, the memory is cultivated, and not by arbitrary and uninteresting methods, but in a healthful, natural way. The reasoning faculty is trained, for the pupil must constantly ask, "Why is this animal or flower placed in this class?" or, "What is the meaning of this peculiarity or habit?" or, "How shall I place this new appearance, and classify it?" The scientific logical power is under continual exercise, and in a simple, pleasant manner.

Step by step, from particulars the pupil goes to generals, and begins to approach the higher ranges of reasoning. The mind asks itself what is the bond connecting these vast links of resemblances, and why nature is so orderly and delights thus in such complete classes and graded kingdoms? And finally, as it matures, it approaches the grand problems of the day: "The cause of order," "the link in variety and species," the thread of the labyrinth of the natural world, and "origin of force." But these are the higher results of the training.

Modern science holds that each child is better trained from infancy in its methods than under the old system of arbitrary memorizing and unthinking recitation and exclusive linguistic instruction. It believes that the natural world, its appearances, processes, and modes of action, are a more invigorating study, a more exact training, and a greater stimulus to the mind, than any memorizing of a language, or repetition of historical facts and dates, or exercise in grammar or prosody. The difficulty, however, in schools is to find the methods and books ready to hand which shall enable the teacher to teach science properly, that is, to lead the pupil's mind on, to train it to act itself. For science can be taught as mechanically as ever Latin or English grammar was.

We rejoice that a very ingenious method of teaching habits of observation, and of presenting classification in nature, has just been presented in this city to the Board of Education by one of our best authorities on improved methods of teaching, — Prof. N. A. Calkins, one of the Assistant Superintendents of our schools, and author of an excellent treatise on the "Object Method," or Pestalozzian system. Mr. Calkins' work, or "Natural History Series," as it is called, has been adopted by our public schools, and should now be taken

up by every private school in city or country. The series consists of a collection of cards, each set representing an order in natural history, colored in a very beautiful manner by Mr. Prang. Take, for instance, "The Waders." A striking and familiar instance of the birds of this class is given in a large card of a bird, admirably drawn by a careful artist, and beautifully colored in chromo. With this are a dozen small colored cards, representing the various classes of waders. Then a circular in this package of cards contains questions which the teacher is to put to the children to obtain from them the differences and resemblances in this family of birds, and then the differences from other families. A similar arrangement is made of plants; they are divided by their methods of growth, or their leaves, or some other natural feature, and each scholar must find out for himself the resemblances and differences. The chromo pictures of flowers and leaves are surprisingly good. In fact, it is remarkable that Mr. Prang has been able to present such beautiful work at so moderate a cost. These colored cards contain a gallery of nature, and the dullest teacher or the most ignorant parent can teach natural science with no appreciable difficulty. The analysis of each order, and the questions which should lead the child to observe, are simply and clearly given in the printed circulars accompanying each package. It is obvious that this series can be extended without limit, and very refined scientific instruction can be given in this simple "object method," even on difficult topics.

We quote from the "Plan of Instruction" the following excellent remarks by Prof. Calkins: —

"Those who live in cities have but few opportunities for observing a sufficient number and variety of animals or of plants, to enable them to make the necessary comparisons, to learn how to group them into families or classes. Even those who reside in the country fail to notice one half of the peculiarities of the animals and plants which they see every day, that they would observe had they been properly trained before they were ten years of age. What proportion of the inhabitants of any town know whether the most common animals that chew their cuds have front teeth on their upper jaws? How many people have observed whether these same cud-chewing animals get up on their fore feet or their hind feet first? How many can tell whether those animals which hunt others, and feed on their flesh, possess ears that differ in shape, and in the position on the head, from those that feed upon vegetable substances? How many children know why rats, mice, and squirrels are able to crack nuts easily; and why cats, dogs, and sheep cannot eat them? How many know that our most delicious fruits and berries belong to the same family as that beautiful flower — the Rose? How many know that the onion, the garlic, and asparagus are family relatives of the beautiful lily of the valley? Do persons living in the country, even, usually notice whether the vines of hops, beans, and other twining plants wind around their supports in the same way, or even whether the vines of the same kind of plant always wind in the same direction? Children may be trained to notice all these things, and hundreds of other interesting facts, and thus acquire habits of careful observation, which will become invaluable to them in after years. All

this can be accomplished without interfering, in the least, with their progress in any of the important studies now pursued in school. Indeed, the habits of self-acquisition in knowledge, which this training to observe nature will give, would materially aid their progress in other subjects. But beyond and better than all else, children become ennobled in their tastes and manners by studying nature. The careful observation of the beautiful forms, structures, and colors of plants and flowers will exert a refining influence upon the minds of children. To watch the habits and observe the structure of animals will cause children to love them more, and treat them with greater kindness.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THE Twentieth Annual Meeting of the Middlesex County Teachers' Association will be held at the Town Hall, Malden, April 3d and 4th, 1873.

President. — G. A. Southworth, Malden.

Vice-Presidents. — James C. Parsons, Waltham; R. H. Fletcher, Cambridge; G. E. Allen, Newton; Miss C. C. Turner, Arlington; Miss Susan P. Banks, Waltham.

Executive Committee. — Wm. A. Wilde, Malden; Miss Emma F. Monroe, Cambridge; Joshua A. Davis, Somerville; Miss Sarah E. Foster, Newton; Caleb Murdock, Charlestown.

Secretary and Treasurer. — John S. Hayes, Newton.

ORDER OF EXERCISES.

The Association will organize on Friday, at 10 A. M., for preliminary business.

At 10.30. A paper, "Relations of Common Schools to Practical Life." Levi C. Wade, of Newton.

At 11. Class Exercise in Music. Henry G. Carey, of Malden.

At 11.20. Discussion, — "Ought scholars to be detained after school-hours for study?" G. T. Litchfield and W. E. Eaton, of Charlestown.

At 12.30. Collation.

AFTERNOON SESSION.

At 2. Paper. "Daily Preparation of Teachers for their work." A. G. Boyden, Prin. of Bridgewater Normal school.

At 2.30. Class Exercise in Numbers. Francis Cogswell, of Cambridge.

At 3. Paper. "The Efficiency with which the German Government carries into execution its System of Education."

I. School buildings, furniture, apparatus, and text-books.

II. The Teacher's profession, character, preparation, and social position.

III. Character and quality of instruction given, and manner of imparting it.

IV. Examinations, how conducted. N. T. Allen, of Newton.

At 4. Questions answered.

NOTE. — During the sessions of the Association, questions pertaining to methods of instruction and discipline, or to any other matter upon which light is needed, will be collected and answered at this time. Each teacher is requested to bring one.

EVENING SESSION.

At 7.30. Short Address on Living Educational Issues. Thos. Emerson, Supt. Newton schools; B. F. Tweed, Supt. Charlestown schools; H. F. Harrington, Supt. New Bedford schools; Joseph White, Secy. of State Board of Education, and other prominent educators.

At 8.30. Class Exercise in Calisthenics. Pupils of Malden High School.

SATURDAY SESSION.

At 9. Election of Officers and other business.

At 9.30. Class exercise in Chemistry, Experimental. A. P. Gage, of Charlestown High school.

At 10.30. Paper. "Culture of the Imagination." W. G. Sperry, of Beverly High school.

At 11. Paper: "The Use and Abuse of Philosophical Instruments in our public schools." N. B. Chamberlain, of Newton.

If opportunity offers, the following topic will be discussed: — "The Proper Use of Text-Books in the School Rooms."

N. B. — Heretofore it has been the custom — "more honored in the breach than the observance" — to neglect the Saturday session. As a subject in which all progressive teachers are interested — that of the Study of the Natural Sciences in Grammar schools — is to be made prominent, it is hoped that every teacher will be present.

NOTICE.

All friends of education are invited to attend the Convention and participate in its exercises.

The names of members of the Convention will be registered, and the number in attendance from each town in the county will be published in the reports.

The usual hospitalities will be extended to members of the Convention.

Free return tickets will be furnished on the Boston and Lowell, Boston and Maine, and Fitchburg Railroads, on application to the Secretary.

Trains leave Boston for Malden on B. & M. R. R., at 7, 7.45, 9.15, 10.15, 11. 30 A. M. 12.35, 1.30, 2.30, 3.30, 4.30, 5.10, 5.35, 6, 6.20, 6.50, 7.30, 9.30, 11.15 P. M.

Return, — 6.23, 7.20, 7.40, 8.07, 9.12, 10.44 A. M. 12.23, 1.50, 2.40, 3.43, 4.22, 4.35, 5.36, 6.48, 7.02, 8.50, 10.35 P. M.

Trains leave Boston for Malden on Saugus Branch R. R. from Eastern Depot at 6.45, 8.20, 9.15, 10.10 A. M. 1, 3.30, 4.50, 5.50, 6.25, 6.30, 7.10, 9.40 P. M.

Return, — 6.18, 6.23, 7.28, 8.27, 9.36, 10.53 A. M. 12.34, 2.39, 5.14, 6.34, 9.09 P. M.

ESSEX COUNTY TEACHERS' ASSOCIATION.

THE Fortieth Annual Meeting will be held in Normal Hall, Salem, on Friday and Saturday, April 4 and 5, 1873.

The exercises will be as follows: —

Friday A. M. 9 1-2 o'clock, Business meeting; 10 o'clock, Health, O. B. Merrill, Newburyport; 11 o'clock, Corollaries, Park S. Warren, Methuen.

Friday P. M. 2 o'clock, Astronomy, Wm. G. Goldsmith, Andover; 3 o'clock, Ought the study of Latin to be required in our High Schools? John W. Perkins, Salem.

Friday Evening, 7 1-2 o'clock, Lecture, Walter Smith, Boston.

Saturday A. M. 9 1-2 o'clock. Business meeting; 10 o'clock, Importance and Scope of an Educational Journal; 11 o'clock, How should English Literature be Taught? Edwin L. Sargent, Lynn.

It is hoped all will prepare to take part in the discussion of these papers.

The usual railroad facilities will be extended to those attending the Association.

A. H. THOMPSON, *President.*

JOHN L. STANLEY, *Secretary.*
Newburyport, March 15, 1873.

MASSACHUSETTS ASSOCIATION OF TEACHERS.

THE Sixth annual meeting of the Massachusetts Association of Classical and High School Teachers will be held in Boston, in the Hall of the English High School, Bedford Street, on Friday and Saturday, April 11th and 12th, 1873, commencing at 10 A. M.

Subjects for discussion:

1. Single or double sessions in High schools. (10.15 A. M.) · 2. The best means of cultivating facility and propriety in the use of English. (11.15.) 3. Are our High School courses of study suited to the needs of Girls? (2.30 P. M.) 4. Is it expedient to enlarge the range of requirements for admission to College? (3 45.) 5. Optional studies in High Schools. (Saturday, 9 A. M.) 6. Should German be substituted for Greek as a requirement for admission to College. (10.) 7. Natural History — what to do, and how to do it. (11.30.) 8. The difference between the aims and results of secondary education in Europe and America. (12.30.)

A full attendance is requested. Brief essays on most of the topics will be presented. It is hoped that every teacher will prepare himself to take part in the discussions.

W. C. COLLAR, *President.*
W. F. BRADBURY, *Rec. Secretary.*

INTELLIGENCE.

MASSACHUSETTS.

BOSTON.— Died at Jamaica Plain, Feb. 21, Henry C Bullard, aged 40.

Mr. Bullard was from Milford, Mass., and studied at the Normal school in Bridgewater. He taught school for some years in Manchester, N. H., and then came to the Quincy school in Boston, where he continued to teach till about two years since, when declining health compelled him to desist. A year ago he passed several months in Florida, but returned with but little improvement and has since steadily declined. He was a member of the Shawmut Church in Boston, and an earnest and most efficient worker in church and Sunday school. His trust in God, especially during the last few months, has been firm, and apparently without a shadow of doubt; and death found him not only ready, but longing to go. — *Congregationalist.*

JULIA A. VALENTINE, a teacher in the Quincy school, and daughter of the late Charles E. Valentine, former master, died of typhus fever at the residence of her mother in Grantville, at the age of 21 years. The eldest but one of a large family, she felt called upon, on the death of her father, nearly three years ago, to assume many duties and responsibilities, which she has most faithfully and efficiently discharged. As a teacher, she was anxious to do her whole duty, and her success was marked, and fully appreciated by those who knew her in that capacity. But that home which depended upon her so much — how much, few can know — again calls for, and again receives, the heartfelt sympathy of a large circle of friends and acquaintances.—*Journal.*

THE new Atherton school-house will probably have a four-faced public clock.

MATHER SCHOOL.—There is an elegant new building in process of erection for this school. Cost, $90,000. Wm. Sayward, contractor.

GIBSON SCHOOL.—Lizzie C. Shove, of Yarmouth Port, has received an appointment in this school. The income of the Gibson fund — about $1,200 — is divided among the schools of the Dorchester district for the purchase of books and apparatus.

THE Fourth Music Reader, published by Ginn Bros., has been adopted by the Boston school board.

TEACHERS CONFIRMED. — Sarah F. Litchfield in the Prescott Grammar school; Florence H. Drew and Abbie M. Nye, Primary teachers in the Prescott school; Emily V. Smith in the Bigelow Primary school; Annie E. Walcutt, Louisa Ayer, and Annie B. Carter in the Sherwin district; Margaret E. Schouler in the Franklin Grammar school, and Margaret Crosby in the Franklin Primary school.

BOSTON has sent a large number of articles to the Vienna Fair to represent the city schools. Thirty large cases were required for packing them. They represent the school architecture, fittings, furnishings, apparatus, books, maps, charts, and globes.

THE Hancock school, J. W. Webster, master, gave a most commendable exhibition in elocution at a recent anniversary exercise.

LEWIS SCHOOL. — Mary D. Chamberlain, a graduate of the Bridgewater Normal school, and of late a very successful teacher in Ayer, has been elected assistant in this school. This school was opened Jan. 2, '69, with 375 pupils; there are now 671. Mr. Boardman can certainly congratulate himself upon a

cent of increase that we believe is unequalled.

EAST BOSTON. — ADAMS SCHOOL. — Mrs. Ellen James has been appointed teacher in the Primary school, and Miss M. E. Robbins teacher of sewing. Thirty boys are taking lessons in sewing with the girls, and make as rapid progress.

CHAPMAN SCHOOL. — Appointments: Misses M. E. Reid, A. D. Prescott, and M. A. Shaw as Primary teachers. Lizzie M. Gregory assistant in the Grammar school, and Annie J. Noble teacher of sewing.

CAMBRIDGE. — Miss Helen J. Maiers, assistant in the Webster Grammar school, died last January. The testimony of all associated with her is, "she was an excellent teacher, and a woman of rare qualities."

Harvard Catalogue of '73 & 4 has been published, with a valuable list of questions used in examinations last year.

The city authorities have appropriated for school purposes, $184,300.

Lottie B. Young is appointed teacher in the Allston school, $700; Emma J. Hale, in the Webster school, $700; Nellie I. Crafts, in the same school, $600.

E. B. Hale has been unanimously re-elected superintendent of schools.

CHELSEA.—Williams school: Sarah E. Tufts has resigned to accept the more congenial duties of a home. Helen M. Souther, of Watertown, is appointed her successor.

The ordinance creating the office of superintendent passed the Common Council by a vote of 9 to 7, but was defeated in the Board of Aldermen, by a vote of 7 to 1. There is much feeling upon this question among the officials of the city.

The "Pioneer" is wide awake upon all educational questions. We are indebted to the editor for a complimentary notice of the "Teacher."

SOMERVILLE. — Resignations, Miss S. S. Stetson, of the Morse Grammar school, and Harriet A. Adams, of the Edgerly Primary. The former vacancy was filled by the transfer of Miss P. S. Downes, whose place was filled by Helen W. Chapin; and Louisa M. Wilde was elected assistant in the same school. The Committee have re-elected J. H. Davis, superintendent and secretary.

LYNN. — *Teachers Confirmed.* A. S. Austin, Rither M. Alvarey, Florence A. Todd.

Short Session. The city is seldom more excited in a quiet way over any action not involving financial questions, than at present, over the question of a short session in the afternoon. A committee appointed to consider the matter reported in favor of the change, basing their report upon the experience of other places, and the testimony of physicians and leading educators. A counter petition of over five hundred voters, men of influence and sound judgment, gave a very different phase to the question, and it was recommitted.

SALEM. — Charles R. Brown, for several years principal of the Phillips school, has graduated from the New York Homœopathic college, the past winter, and has now received the appointment of home physician and surgeon of the Massachusetts Homœopathic Hospital.

The office of superintendent of schools has been re-established, greatly to the joy of all interested. Mr. Bennett, of Haverhill, has been appointed teacher of music at a salary of $1,600.

The appointment of Amos Henfield as truant officer, gives joy to the teachers, but is a terror to bad boys.

Miss Hannah E. Allen has been appointed a teacher in the State Normal school.

TAUNTON. — We are grateful to the teachers of this city for a large list of subscribers. Resignations of teachers in February as follows: Jennie F. Dean, School street; Mrs. Ella E. Ryan, East

Taunton; Annie V. Strange, Lothrop school.

Transfer of teachers. Hattie P. Macomber from Plain school to East Taunton. Mrs. Isabel Field from North to Lothrop school.

Teachers elected. Anna B. Simmons, Second Primary, School street. Annie H. Presbrey, Plain school.

Under the practical and efficient labors of Superintendent Waterman, the grade of the schools has risen until a just feeling of pride is indulged in by the citizens.

LAWRENCE.— Miss Marcia Packard has resigned her position in the High school. — The report of the superintendent, G. E. Hood, Esq., shows the number of pupils in the city to be 4,847. The High school has six teachers, with Mr. A. C. Perkins as principal. There are twenty-three teachers in the Grammar schools, twenty-six teachers in the Primary schools. The Training school, with two teachers and eight assistants, is one of the important features of the school system of the city. Twenty of its graduates are teaching in the city with good success. Total expenditure for school purposes is $65,690.

Mr. Perkins has so far revised the course of study for the High school as to better enable the pupils to prepare for the business of life. Chemistry has been taught in a much more practical manner the past year than ever before, owing to the introduction of laboratory practice. Drawing, writing, and music have been taught successfully in all the schools. Mr. Perkins's salary has been fixed at $3,000. John L. Brewster, grammar master, has $2,400, Herbert S. Rice, assistant in the High school, $1,200, and most of the other salaries have been liberally increased.

WORCESTER. — Mr. Geo. A. Adams, long master of the Orange-street school, is very sick, and P. D. Jones of the Hopkinton High school is substituting for him. — Mary F. Reed, principal of the Sycamore-street school, has resigned to accept a position in the Technical school.

NEWBURYPORT. — The Report of the sub-committee, Rev. Dr. S. J. Spalding and Rev. G. G. Johnson, have thoroughly investigated that "ghost story," and proved conclusively that it was the wor of mischievous boys, who acknowledge and explain every phase of the mysterious appearances and noises. "Rest, perturbed spirit."

MEDFORD. — The school appropriations this year are upwards of $30,000. D. A. Gleason and Rev. Solon Cobb were re-elected upon the Committee, and J. Gilman Waite fills the unexpired term of J. C. Rand, resigned. —— James A. Hervey has been elected superintendent of schools, — a wise and practical selection. ——There are nineteen schools with 1,026 scholars in town. The salaries of female teachers have been increased to $600.

NORTH BRIDGEWATER. — The town voted almost unanimously to continue the office of superintendent of schools, at a salary of $1,200. —— Three large new houses have been recently erected and the Grammar-school accommodations are better than in any other town in the county. —— The High school, that has required "more room" since the popular principal, Edward Parker, Jr., took charge of it, will soon have to move again, having outgrown the present accommodations.

MALDEN. — Mr. Littlefield's resignation in the West school was greatly against the wishes of committee, pupils, and parents. Mr. Griffin, of the Fifth-st. Grammar school, New Bedford, succeeds him.——Miss Rissa L. Hoyt, sister-in-law of W. A. Wilde, took the prize at a recent competitive examination in the art school in London. The test was the drawing of the human figure.—— Mr. Bill of Watertown has charge of the singing in the public schools of Malden, in place of Mr. H. G. Carey, who has accepted a similar position in Brookline. — Mr. L. W. Mason, of Boston, recently visited the Maplewood schools, heard the singing,

and said a good foundation was being made in it.

AMHERST. — Rev. Frank P. Chapin, superintendent of the Amherst schools, was unexpectedly visited by the teachers, Tuesday evening, February 25, and presented with a very handsomely bound copy of Smith's Bible Dictionary. Mr. Chapin has been very successful in his work, and justly merits the confidence he possesses of the committee and friends of education in Amherst.

BY request of Commissioner-General John Eaton, Bureau of Education, Washington, D. C., A. S. Barnes & Co. (publishers, New York) have shipped to the Vienna Exposition of 1873, a full and complete set of their *National Standard School and College Text Books*. They are packed in an elegant oiled walnut book-case, and will so be exhibited as to display American school-books just as they are made for home circulation.

They are to be presented to the Austrian Government at the close of the exposition.

GENERAL.

GEO. C. FENN resumes the principalship of the Ware Grammar school, from which he has been absent for some time past, while acting as Assistant U. S. Assessor.——A large number of friends will sympathize with Dr. A. J. Phipps, General Agent of the State Board of Education, in his illness.—— The Anniversary exercises of the Provincetown High school in Masonic hall was a success. —— J. H. Hunt, of the Clinton High school, has been elected principal of the Gloucester High school, at a salary of $2,000. —— Nellie E. Willcox has resigned her position as teacher in Wakefield.—— Joshua E. Crane, Jr., succeeds Mr. Jordan in the Bridgewater Academy.

OFFICERS OF MASS. TEACHERS' ASSOCIATION FOR 1873. — Albert G. Boyden, Bridgewater, *Pres.;* Alfred Bunker, Boston Highlands, *Rec. Sec'y;* Wm. F. Bradbury, Cambridge, *Treas.*

BOOKS.

GEOGRAPHICAL DRAWING BOOK. By E. A. & A. C. Apgar. Published by Cowperthwait & Co., Philadelphia.

The study of geography being chiefly that of the form and locality of the features of the earth's surface, the author assumes that "that form is easiest remembered which the hand is taught to trace." We learned that some years ago, when, after teaching several years, we found ourself unable to print the letter "g" without a copy. We have no doubt of the value of drawing in teaching geography, and it seems to us that the authors of this work have furnished valuable aids in observing forms and dimensions. The "Suggestions to Teachers" are eminently judicious, and the "Directions for Drawing" will help the pupil in accurate observation. We don't know how this compares with other systems in use in our schools, but it seems to us very simple and practical.

OUR WORLD, NO. II. A Second Series of Lessons in Geography. By Mary L. Hall. Boston: Ginn Brothers. 1872.

The first volume of "Our World" is now pretty well and pretty widely known as a remarkably successful attempt to make the study of geography interesting as well as useful to children. The second volume, which is now before us, continues the subject more fully and elaborately, adapting it to the needs of more advanced pupils. We may say at the outset that this book cannot be recom

mended to those teachers who know no other way of teaching except to require of their pupils *verbatim* recitations of the text. There is the usual number of definitions to be committed to memory, of course, and a judicious selection of map questions which require a similar treatment. But aside from these portions the bulk of the book is made up of exceedingly interesting descriptions—historical, geological, ethnological, and the like, as well as the purely geographical—of the various countries of the world. It is these descriptions that, to our mind, constitute the peculiar charm and superior value of the work. They embrace a wide variety of topics, so selected as to fasten in the mind of the attentive reader the salient points of resemblance and difference among the various parts of the earth's surface as they are successively studied in the maps.

It is this part of the work that we confidently affirm ought not to be required of pupils in the *verbatim* method of recitation. Any intelligent boy or girl of suitable age, if his or her mind be not already stultified and stupefied by false methods of teaching, resulting in faulty habits of study, can thoroughly learn a page of this interesting narrative by two or three times reading it attentively and thoughtfully; whereas, if he attempt to commit to memory the words on the page, it may take him hours to accomplish his task; and, when it is done, the ideas are too often obscured in the endeavor to remember the language.

We are led to these reflections because we have heard the first series of "Our World" objected to by teachers on the ground that it was not easy to get good recitations from it, meaning *memoriter* recitations. They say it is an excellent book to read to children, because it interests them, but they don't like it for a "study book." That, to us, is its best recommendation.

The whole work is copiously illustrated with by far the most beautiful woodcuts that we have yet seen in a school text-book. We should give many a lesson on these pictures, if we had the privilege of using the book with a class. You may be sure they will be committed to memory without much urging on the part of the teacher.

Two methods of map-drawing are suggested, one very simple, the other less so, as it requires the drawing of parallels and meridians. The former we should prefer for every-day use. Neither of them, however, is so complicated with construction lines as to require a large amount of time to learn the method.

We will barely mention two or three special features of the work, such as the attention paid to explaining the effects of the physical features of countries upon the habits and occupations of the inhabitants; articles on the "Progress of Civilization"; list of "Special Terms" and "Remarkable or Interesting Localities."

It is no disparagement to say, that only the live teacher, one who partakes of the enthusiasm of the author for the subject, can make the most of these lessons in geography. There is much in the text that will demand explanation and enlargement by the teacher. The author shows in every page that she is an enthusiast and not a mere book-maker. Let the teacher imbibe the same spirit, as he can hardly fail to do, and the pupils will find that geography is a most interesting and pleasurable study.

SERMONS. BY T. DE WITT TALMAGE. Published by Harper & Brothers.

This is the second series of sermons delivered in the Brooklyn Tabernacle, reported phonographically, and revised by the author.

They are remarkable productions. Unlike the efforts of most popular speakers, they give an idea to the reader of the startling effect they must have produced in the delivery. The author, though a young man, stands in the very front rank of popular orators, whether in the pulpit or as a lecturer.

His descriptive and dramatic power is visible in every sermon. His style is

what is called rhetorical, though he sometimes shows little regard to the rules of rhetoricians; but there is a strong vein of originality running through his sermons, that quickens thought and gives body to them.

WONDERS OF SCULPTURE, BY LOUIS VIODOT. Published by Scribner, Armstrong & Co.

This is a work of permanent value to those interested in the origin and development of art, and of special interest at this time when we are beginning to see that art is so closely related even to the industrial interests of a people.

As an exponent of the civilization of different countries at different periods in the world's history, running back some thousands of years prior to the commonly received chronology of the creation, art becomes an ally of history and ethnology, and is made to bear witness in almost all the great controversies of the learned world. This volume, therefore, has claims upon all classes, and appears at a most opportune time. It is of great value as an educator, and will be read with equal interest and profit. The antique schools—Egyptian, Assyrian, Etruscan, Grecian, and Roman — are fully explained, and illustrated with beautiful engravings of the masterpieces of sculpture; while the modern — including the Italian, Spanish, French, German, English, and American schools — contain a notice of and critique on almost all the best specimens in the European galleries and elsewhere.

THE LAKE REGIONS OF CENTRAL AFRICA. Compiled and arranged by Bayard Taylor, with Map and numerous Illustrations. Published by Scribner, Armstrong & Co.

This is one of the volumes of the illustrated Library of Travel, Exploration, and Adventure, and, at this time, by no means one of the least interesting. The discoveries of Livingstone in Africa, and Stanley's discovery of Livingstone have thrown an air of uncertainty and romance over that "undiscovered country," which makes us feel about the same necessity for a guide, that Dante felt in his explorations of a still more tropical region.

And who but Bayard Taylor could give us perfect assurance of safety and reliability? Of all men, he seems fittest for a labor like this.

It is a book that will be read with equal interest and profit by the young and old, and is valuable not only for the information it contains, but for the interest it creates in "books that are books." The true way, — the only way to prevent the young from reading the worse than trashy dime novels, is to interest them in something better, and that is just what such books as this will do. It should be in every school library, as an aid both to teacher and pupil, and in every household. Buy it.

LA GRAMMAIRE IN ACTION. BULWER'S LADY OF LYONS, WITH AN IDIOMATICAL AND GRAMMATICAL VOCABULARY, FOR TRANSLATION FROM ENGLISH INTO FRENCH. By Prof. B. Maurice. Published by J. B. Lippincott & Co.

The claim that this book possesses certain features specially useful to students seems to be well substantiated. Time certainly must be saved by the method adopted, for the pupil has at hand some important rules of grammar, especially applicable to the work in question, the forms of irregular verbs occurring in the book, and a vocabulary which embraces definitions and rules for the use of words which present any special difficulty, — thus obviating the necessity of using dictionary and grammar.

The rules of grammar are stated clearly and in a condensed form, which makes them doubly useful, and the distinction between the imperfect, past definite, and past indefinite tenses is well presented. It would perhaps have been wise to make more prominent the fact that the past indefinite almost *excludes* the past definite from conversation.

In giving the rules for the plural, the

author speaks of "vingt" as having the plural when not followed by another number, whereas it is only when "vingt" is multiplied by a number (as quatre-vingt), and not followed by another numeral, that it takes the plural.

Also, in giving a table of the position of words in a sentence, had the author given two or three tables instead of one, and illustrated each, his meaning would have been clearer and the tables much more useful to the learner.

The French letters at the end of the book are an excellent feature, and it seems as though the work might find favor with all who use it, — the points particularly worthy of praise being the combination of the rules of grammar, the notes on special words in the vocabulary, and the forms of irregular verbs *with* the play which is to be translated.

GALAMA; OR THE BEGGARS. (The Founders of the Dutch Republic.) By J. B. Deliefde Published by Scribner, Armstrong & Co., N. Y.

This thrilling story on a background of veritable history, we have read with great interest. We can hardly look upon it as fiction; many of the names and most of the events are historical. It covers the period from 1567, when Alva treacherously imprisoned Egmont and Howe, who were afterward executed,— to the first considerable success of the "Beggars," in the capture of Brill; and undoubtedly presents us with a more vivid and truthful picture of the times than most of us get in reading the history of the period. If the personal adventures, trials, and sufferings here narrated did not occur to the persons named, we feel sure that they are but illustrative of what may have happened to hundreds, and that they really contain much more of truth than fiction. The characters, too, such as are fictitious, are strongly marked, and the scenes afford evidence of a keen insight into human nature in its most varied and trying experiences. The deeds of daring and "hair-breadth 'scapes" would be almost too painful but for the reckless humor which always accompanies desperation.

The story bears the same relation to the founding of the Dutch Republic that Dickens' Tale of Two Cities does to the French Revolution; and we think this is equally true to the spirit of the times, and not inferior to that in interest.

LARS. A PASTORAL OF NORWAY. By Bayard Taylor. Published by J. R. Osgood & Co.

This book contains much to justify the title, and much of which its title, to us at least, gave no intimation. It begins with an exquisite description of primitive country life which seems almost a paradise. But even here the tempter is not excluded. Love begets jealousy, jealousy begets hate, and terminates in a bloody scene, the particulars of which we could have well spared. It was the old story of Palamon and Arcite, still further complicated by the indecision of the fair one, till it was too late; and Lars, an outcast and wanderer, crossed the ocean, moved only by the unrest of a troubled spirit. Here, however, his good angel met him in the guise of a simple quakeress, and after infinite struggles he obtained the rest which only a Christian spirit can give.

Again crossing the ocean, with his quaker wife he made all the amends in his power, and they took under their mutual protection poor Brita, who had been the unfortunate cause of the terrible tragedy. This is the story, full of interest and instruction. Of the poetic spirit and diction of the work, we can, perhaps, give the best idea, by a brief quotation.

"The world goes round; the sun sets in despair,
The morrow makes it hope. Each little life
Thinks the great axle of the universe
Turns on its fate, and finds impertinence
In joy or grief conflicting with its own.
Yet fate is woven from unnoted threads;
Each life is centred in the life of all,
And from the meanest root some fibre runs,
Which chance or destiny may intertwine,
With those that feed a force or guiding thought,
To rule the world: so goes the world around.

PARTINGTONIAN PATCHWORK. By B. P. Shillaber. Published by Lee & Shepard, Boston.

"There 's not a string attuned to mirth,
But has its chord of melancholy."

So sang Tom Hood, and surely his works show the most striking illustration of the fact.

Is it true that most of our works of pathos and humor are but the secondary chord which answers to the direct vibration? What was Hood's sanitary condition when he wrote the Song of the Shirt and the Bridge of Sighs? We suspect he was then in his best health and spirits; and that when racked with pain he threw off those answering chords of humor which made him half unmindful of the pangs of his throbbing nerves. We were led to this train of thought upon hearing at the same time that our genial friend Shillaber had been sick with the g—— no, rheumatism, and was coming out with a volume of "Partingtonian Patchwork." The question instantly occurred to us, "Is one the complement of the other?" and we set ourselves to thinking whether this was a common coincidence. If such is the philosophy of these mirth-producing books, certainly the author of "Patchwork" must have had his "harp of a thousand strings" thrummed by a most ungentle hand, when the secondary vibrations gives pain to so many aching sides. Or, perhaps, it may find a solution in the correlation and conservation of forces; and science may yet be able to tell by the aid of a twinge-ometer exactly what amount of fun a rheumatic twinge of a given power may produce. Perhaps, after all, there may be a spice of malignity in the very mirth, and who knows but what they take an unamiable pleasure in splitting the sides of their friends because they feel as if their own were splitting, on the principle that "misery loves company." The theory seems plausible enough, as a theory, but in the present case we are sure it must fail, for the gentle dame is too "full of the milk of human kindness" to leave room for s much as a drop of malignity.

THE

MASSACHUSETTS TEACHER.

[J. W. DICKINSON, Editor for May.]

VOL. XXVI. MAY, 1873. No. 5.

THE PARENT AND THE STATE.

ONE of the most startling features of our reconstructed American society is the appearance of questions we supposed forever disposed of by our republican form of government. It was easy enough for a little community of intelligent and liberal English emigrants to establish a Commonwealth like Massachusetts on the basis of civil and religious liberty, with the practical Christian religion for its sanction, and the common school for its buttress. But even Massachusetts is no longer Puritan; and it is not uncommon here to meet upon the streets, in broad daylight, one of these old ghosts of European civil and ecclesiastical despotism. And already the communism, which is the awful shadow of European despotism, is darkening over great masses of our people; while theories of society, education, and government, fresh from the slums of Paris, are enthusiastically put on the course, amid the cheers of a new "liberalism" whose end is anarchy. The time is certainly coming when all the foundations of social authority, including the right of the people to the common school, must come under a searching discussion in our older States. And already the quiet, conservative school-committee-men of New England would stand aghast at the kind of questions fiercely debated in the boards of education and the press of many of the great cities, especially of the Central West and the southwestern reconstructed States. The American Common School will finally become what it can be made in the vast region beyond the Alleghanies and south of Washington; and if our New-England edu-

cationists do not wish to find themselves erelong on the defensive in regard to principles vital to the very existence of that institution, they may well inform themselves in regard to what is transpiring in these distant quarters.

One of the questions that is perpetually coming to the surface in these discussions, is that implied in our title. The formidable party of ecclesiastics of different sects, who demand a division of the school funds in the name of conscience; the considerable body of the educated and wealthy leaders of society, who insist on the smallest minimum of education to the masses at public expense; and the furious crowd of emigrant communists, who rave against the least attempt of government to enforce morality by law, — unite in opposing the authority of the parent to the right of the State. A sudden revival of reverence for the sanctity of the Family seems to have seized on these three classes of enemies to the American Common School; and no patriarch of the olden time, with flowing beard and awful presence, seated in the door of his tent, surveying his happy family, could discourse more eloquently than these patriots, — outraged at the pretensions of Uncle Sam to invade the sacred circle of the home, and attempt the scandalous mission of making its turbulent youngsters good citizens of the United States.

All these aggrieved parties are obliged to confess that every human civilized government has assumed, as its corner-stone, the right to enforce the national ideal of social order and civilization on all its people. It would seem that this is the very key-stone of human society itself. Somewhere must be located, on earth, a final and decisive authority to establish and administer the best attainable civilization; and the nation, acting as government, is the repository of that dread power. Of course, the government itself is responsible to Almighty God, whose creature it is; and to the people and the human race, whose highest interest, social order, it conserves. And sooner or later, all things done against the Divine law and the natural rights of man, will be undone. But through all the changes of history abides this one element of permanence: the right of the government, as against every earthly rival, to sustain and enforce the highest available national ideal of civilization.

These parties cannot deny that human government has always thus dealt with the family. If the family is the ordinance of God, so is the State; and the parent has no divine right to array his household in opposition to social order as represented by the State. Even the right of revolution is exceptional, only valid in the last extremity, and lies in abeyance in times of peace. Every human government has rightly assumed authority in the organization of the family itself; has declared what sorts of people may become parents, and under what conditions and with what pledges to society they may enter the marriage relation. It has established the rights of property and person on which the existence and support of the family depend. It has declared what children are legitimate, and protects the child in various ways against parental incompetency, caprice, and selfishness. It decides when the child shall be released from all parental control. In public emergency it takes the husband from the wife and the son from the mother, sending them to war, and leaving the family unprotected. It takes the child from the home for even petty offences, and places it under the parental control of the State. And every human government has exercised the right, with or without the co-operation of the parent, to instruct the children of the nation in those elements of knowledge and virtue essential to good citizenship; and justly bases this claim on the right of every civilized state to self-protection. Under this right, every civilized nation outside this Republic, in every age, has established a system of public education; not always including the whole people, but the best attainable system; and the cost of it has been the national charge.

In the exercise of this right every civilized government has encountered these three rivals: first, the Ecclesiastics, who locate supreme power in the church; second, an Aristocracy of wealth and society, who would suck up all national opportunities into its own clique, and repudiate its share of the national burdens; third, Communism, or the assumed right of the individual to be the final judge in all relations of himself to any government, human or divine.

So, here we have in these newest cities and states of America the old, everlasting battle between human government and its

triple-headed opponent. This republic is compelled to assume the fundamental right of all government to protect itself, and assert itself the final judge in any controversy with any rival. The only point of difference between it and other states is a more ample provision for rectifying its judgments. Through universal suffrage, popular representation, frequency of election, and the denial of all vested rights, in classes or corporations, a full opportunity is given for public opinion to mould public policy. But the majority, as representing the people, is always, for the time, the government, responsible for public order, bound to protect the national ideal of civilization by fit legislation or by military force. And surely a government, whose very breath of life is an intelligent and virtuous public opinion, enjoys the right, with, or in spite of, the co-operation of the parent, to train up the children of the republic in that measure of intelligence and morality essential to good republican citizenship. The precise limit of that intellectual and moral training can only be learned by experience, and varies with circumstances. But to abandon that right and trust to parental wisdom and virtue to secure public intelligence and morality would be to fly in the face of all human experience. We believe it will become necessary for every state to insist more strenuously than now on such training of American children for American citizenship; it may become the duty of the general government to insist on the performance of this duty by every state; even to aid the states in some general, practical way to educate the people.

Now, the great ecclesiastical party takes issue against our American system of Common Schools on the ground of conscience. It puts forth the Parent as the representative of religious freedom, and broadly denies the right of the state to teach even the principles of personal and social morality, unless it also teaches the entire theological and ecclesiastical system held by the parent, and denounces a general common-school tax as an intolerable oppression. But the state in the common school does not assume to teach religion in the theological or ecclesiastical sense. It only teaches religion as a basis of that social morality which underlies our republican society and government, that which in civilized countries is known as the common

Christianity out of which all that distinguishes modern civilization has grown. While the state restricts itself to this instruction in the simple elements of Christian morality which hold society together, the parent has no just ground of complaint. No parent has the moral right to teach his child a form of religion that would subvert social order and make human society impossible; and the state has the right to tax the parent for the teaching of those great principles of Christian morality which are the life-blood of the republic. But this is not where the shoe pinches. In this particular case, the Parent is the blind which this party of ecclesiastics adroitly holds between itself and the people. For this priesthood itself claims divine power over the parent, including the right to the entire education of his offspring. So it turns out that this is only the old enemy in ambush,—an infallible priesthood claiming supreme power on earth. The only danger from this pretence is the insensibility of the people to its encroachments. Few of us in New England comprehend to what extent it hinders the progress of the common school over vast regions of our country. It is not confined to any sect and it never sleeps. Its favorite ground of operation is the South, the new West, and the great cities of all the States. The sooner it is completely unmasked before the whole country, and forced to try titles with the people, the better for our Nation's life.

Even in New England an exclusive social class in its clubs and drawing-rooms is railing against the public school, asserting the right of the poor parent to the labor of his child, and moving to restrict the education of the poor to the lowest minimum of literary and industrial training. In cities like Cincinnati, St. Louis, and in the whole Southwest, this party has captured influential public journals, and is ready to form a league with all the enemies of the Common School. As before, the Parent is here the blind, and the real party is the social aristocrat who desires to "keep the masses in their place," is aggrieved that poor boys and girls should be "educated above their sphere"; or the political demagogue, who has his own use for the parent who is stupid enough to be imposed upon by such declamation about parental rights. The dearest right of the poor man in America is the

right that his children shall be furnished with that instruction in knowledge and public virtue essential to intelligent and moral American citizenship. It has always been the policy of the aristocracy in every country to withhold this right. It is hardly probable that, just as he is coming in possession of it in old England, he will throw it away in the United States, at the call of any clique of "first people," or combination of political demagogues.

The point of the ultra "radical" or "secular" party is the same as the ecclesiastic's, — the point of conscience. The state has no right to interfere with the moral convictions of the parent in the education of his child. But here still the animus is not in the parent, but in a new social, civil, and religious party, representing the atheistic communism of Europe. If any one will take pains to read the programme of the so-called "Liberal League," he will see the most complete statement of the public aims of this combination this side the water. In the last analysis, it amounts to the right of every man to the supreme and final decision in every question of conscience between himself and the state; and, as every human act becomes at last an affair of conscience, every man becomes his own sovereign and his own God. It is not strange that this party, whose most intelligent leaders are European political refugees naturalized in the West, should desire the co-operation of political parties to assure the establishment of their visionary order of human affairs. But it does seem a little strange that so many of the cultivated, even clerical, classes in the East should be found in alliance with this baseless theory of government. Between the American theory of society and this programme of European atheistic "secularism" is all the distance between established society and social chaos. This new departure, on the surface, promises to heal the divisions created by religious bigotry in our public education. It will heal them, as the turbid waters of a public reservoir can be cleansed by knocking the bottom out of the reservoir. To compromise the battle between rival sects, by knocking out all moral or religious basis from under republican government, is a wholesale performance that has occasionally been tried in Europe, and lasted long enough to bring upon itself the execration of mankind.

Nowhere in the world is the just right of the parent so guarded,

in connection with the right of the child, as in the United States. The very flower of American freedom is the right of the humblest man to that instruction of his children in knowledge and the elements of virtue which shall plant their little feet on the highway that leads to the summit of American life. If he is wise he will confide in the republic, and be seduced by none of these new advocates of his abstract rights. They will turn out only the three old European enemies of progressive civilization, clad in a new suit of domestic homespun, talking "parent," but meaning themselves.

REV. A. D. MAYO.

THE PROVINCE OF GRAMMAR.

THE requisites of good English are three:—

1st. The words employed must be English words.

2d. These words must be used in an authorized sense.

3d. The construction of these words into propositions must be in accordance with the English idiom.

Our English dictionaries inform us what words are English words, and what is the authorized sense which these words are to express.

The construction of words into propositions is accomplished by the simple forms of words, by the various forms that arise from inflection, and by such an arrangement of words as is sometimes necessary to denote agreement or government.

That knowledge which has for its object the construction of propositions, is grammar.

If our propositions have the three requisites of good English, they do not violate any of the rules of lexicography or of grammar.

It is the duty of the lexicographer to guide the student, first, to the simple oral and written forms of words found in the English language; and second, to the authorized meaning of these words.

It is the duty of the grammarian to furnish rules for the syntactical structure of these words into propositions. The proof that the work of the lexicographer should be distinguished from that of the grammarian, is found in the fact that the objects of their thoughts are entirely distinct from each other.

The first thinks of simple words used as names of things, of attributes, and of relations. The second thinks of the forms and arrangement of words by which they become parts of speech combined into propositions.

The first presents the signification of single words used in their simple or primary forms. The second presents constructions of propositions, made by means of a proper arrangement of simple and inflected forms.

English Grammars do not pretend to make a collection of English words, nor do they pretend to determine the sense which English words are authorized to express.

Thus we see that an obvious and a marked distinction may be made between lexicography and that knowledge which has for its object the construction of propositions.

The uses of language are to *inform*, to *awaken* the *emotions*, and to *move* the *will*.

Language is used rightly when it best accomplishes the ends for which it should be used. That knowledge which has for its object the right use of language is Rhetoric.

In the expression, "There is nothing which disgusts us sooner than the empty pomp of language," no violation of grammatical rules can be found, and yet, contrary to a rule of Rhetoric, the unimportant expletive "there" unnecessarily occupyes one of the emphatic places of the sentence. If we omit "there," "is," and "which," and use the word "nothing" in their place, a stronger impression will be made on the mind.

Addison, in his letter from Italy, writes, —

> "I bridle in my struggling muse with pain,
> That longs to launch into a bolder strain."

The same author, in one of his numbers of the Spectator, says, "There is not a single view of human nature, which is not sufficient to extinguish the seeds of pride." Both of these sentences are grammatically correct, but they contain examples of mixed metaphor, a fault in style considered by rhetoricians to be the grossest abuse of that figure.

The first example requires us to launch a horse into the great deep. The second makes a view extinguish seeds. In both examples language has been incorrectly used.

No correct thinker or accurate scholar would be apt to confound the grammatical construction of propositions with the uses of language, although a knowledge of the one is implied in a knowledge of the other, — just as a knowledge of the alphabet is implied in a knowledge of grammar, or a knowledge of form is implied in a knowledge of the alphabet.

Again, grammar should be carefully distinguished from logic. When I think that the book before me is a grammar, the *matter* of the thought is book and grammar; the *form* of the thought is a judgment.

Pure logic has for its object the forms of thought to the exclusion of the matter. *Pure* logic takes no notice of the matter of our thoughts, nor of the language by which our thoughts are expressed, although it takes for granted that both the matter and the language are known.

Again, considering thoughts as products, we may turn our attention to that mental activity called thinking, by which thoughts are produced.

Thinking appears to the mind as it turns itself in upon its own states. That which appears to the mind is called a phenomenon. Thinking, feeling, choosing, are mental phenomena. That knowledge which has for its object the phenomena of the human mind is psychology.

Psychology should be restricted to the phenomena of the mind, — thinking, feeling, choosing.

Pure logic should be limited to thought, the product of thinking.

Rhetoric considers only the use of language by which thoughts are expressed in the best manner.

Grammar should take notice only of the construction of propositions, so that there may be a language to use.

Lexicography teaches the simple oral and written forms of words, and their authorized meaning.

The sciences of Psychology, Logic, Rhetoric, Grammar, and Lexicography, are related to one another. Grammar takes it for granted that there are words to construct; rhetoric takes it for granted that there is a language to use; and logic takes it for granted that there are thoughts, the laws of whose forms may be known. But then, as objects of knowledge, these sciences are

absolutely distinct from one another. If not distinct, then the existence of the sciences is impossible.

A confounding of the sciences with one another is so fatal to all right modes of thinking, and so disastrous to all progress in study, and to the acquisition of all true knowledge, that no one should suffer himself to teach or to explain a science until he knows its province. There never can be any progress in a science until the exact province of that science is determined. The early rhetoricians included in the study of rhetoric the study of law, theology, and medicine; for, they said, How can one speak unless he has knowledge to express? Quintilian makes the study of virtue necessary to the rhetorician; for he says, How can an orator be successful, unless his hearers know that he is a good man? The ancient metaphysicians inquired into the nature of the soul, instead of confining themselves to the phenomena of thinking, feeling, and choosing. On account of such attempts to confound distinct objects of thought with one another, the abstract sciences have fallen, in the past, into neglect, and even into contempt, as grammar is in danger of falling in our own day.

Lexicography provides us with words, and with their established meaning.

Grammar teaches us the principles of construction of propositions by means of simple and inflected forms.

Rhetoric, taking it for granted that simple words and their grammatical structure into sentences are understood, teaches us how to use language so as to inform the intellect; to arouse the feelings, and to move the will, in the best manner.

Logic leads us back of language to a knowledge of the laws of thought.

Psychology calls us to study the mental phenomena, thinking, feeling, choosing.

If we limit grammar to its true province, all the processes we have in thinking of grammar will be of one kind, and consequently all the rules which express these processes will be of one kind; and then, we shall not mix in inextricable confusion rules for the spelling of words, for the construction of words, for the use of words and constructions, and for thinking thoughts which may be expressed by words.

The grammars, as now constructed, define the subject of a proposition to be that of which something is said. The grammatical subject of a proposition is a name, of which nothing whatever is necessarily either affirmed or denied.

The definitions given in our grammars, of subject and predicate, are logical and not grammatical definitions.

Grammatical cases of nouns are said by some to be relations, by others forms of nouns by which relations are expressed.

If cases are the relations themselves, then there are more cases of nouns than we can ever hope to remember. If they are forms, then we shall look forever and in vain into our English nouns to find more than two of them.

Grammatical cases are forms of the noun used to express relations. Any other definition belongs to logic and not to grammar. The doctrine of case, person, and gender of the noun, and of tense and mood of the verb, which is sometimes taught us, is as confusing as it is useless; after we have learned it all, we cannot the better construct an English sentence.

That there is something radically wrong in our grammars, and in the prevailing modes of teaching grammar, is manifest, from the dissatisfaction that almost universally prevails among teachers in regard to their own knowledge of the subject, and to the results of their teaching. The confusion would be at once removed, if, 1st, the province of grammar should be accurately settled; and then if, 2d, all knowledge foreign to grammar should be considered under its appropriate divisions, and not confounded with grammar itself.

In his Elementary English Grammar, Prof. Latham says, "I have no hesitation in affirming that out of every hundred statements made by the current writers on the English language, ninety-nine come under one of the two following predicaments: they either contain that which is incorrect, and better not known at all, or something that was known before, and would have been known independent of any grammatical lesson whatever." And yet grammar must be learned, or else the scholar can have no principles, to which his own structure of the language can be referred for criticism.

I would suggest the following plan for teaching English Grammar.

1st. Let the teacher settle definitely and beyond a doubt what English Grammar is. Let its province be accurately known.

2d. Teach by illustration and grammatical definition the parts of speech that enter into a proposition.

3d. Teach those forms of nouns, pronouns, adjectives, verbs, and adverbs by which these parts of speech are constructed into propositions.

4th. Teach so much of arrangement of words as is necessary to denote grammatical government.

5th. Let all the rules and definitions be grammatical rules and definitions, and such as will guide the pupil in the construction of propositions.

6th. Teach all this after a right method, to pupils who can understand what is taught, and the work is done.

The language from which our modern English is derived, was an inflected language. The inflections have nearly all disappeared; let us cease to use names for that which no longer exists, and grammar will be brought back into the schools, and taught as one of the most interesting objects of thought.

We cannot afford to be longer troubled by the confused and meaningless discussions of those who think that the sciences have no marks by which they can be distinguished from one another, or who are unable to see that things wholly unlike are entirely different, or who persistently affirm that to be true for which there is not a particle of evidence.

There never was a time when teachers were more in earnest for the truth in all that pertains to their profession, or more unwilling to teach without attaining some good results. If we master English grammar, we shall then become aware what a great change should be made in the statement of its principles, and in the manner of teaching them.

J. W. D.

"*WHAT SHALL BE INCLUDED IN THE STUDY OF ENGLISH GRAMMAR?*"*

Fellow Teachers:—

The question before us is, "What shall be included in the study of English Grammar?" The question will be answered in a general way by determining the *province* of Grammar.

In the infancy of any science, when ideas are few and indefinite, terms are apt to have general, vague meanings. As the science is developed, as indefinite ideas give way to definite, as knowledge supplants conjecture, there is not only a tendency to restrict the meaning of the terms employed, but there seems to be an absolute necessity for such restriction. The history of the term Natural Philosophy furnishes a good illustration of the changes that often take place in the signification of scientific terms. This word at first comprehended all the phenomena of nature, mental as well as material. After a time, when men saw more clearly the great dissimilarity of mental and material phenomena, the mental were excluded from the domain of Natural Philosophy. Then the phenomena presented by the heavenly bodies were set off. Thus the process of narrowing went on, and at the present time, the term applies to but a single class of the phenomena exhibited by the material world. It is matter of history, that the word Grammar originally signified a knowledge of everything that pertains to language. Doubtless it was much more comprehensive than this; for among the ancients the term *grammarian* was applied not only to those who had extensive knowledge of language, but also to "all those who were considered learned in any art or faculty whatever." Thus a distinguished painter or sculptor or mathematician was a *grammarian.* Both these words, following the general law, have departed widely from their original meanings. Let us now inquire briefly for the present meaning of the term Grammar.

First, we may say, the term applies only to knowledge of *language.* Language is indeed a repository of human thought and human sentiment. To the thoughts and sentiments treasured up in this repository, we may in grammar have incidental refer-

* Read before the Massachusetts Teachers' Association, at Worcester, Dec. 1872.

ence. But we should remember that language is not thought; that in our teaching of grammar, in our grammatical classifications, in our nomenclature, we have to do with expressions for thoughts, and not at all with "the laws of thought as thought." To unfold and apply these laws, is the work of the *logician.*

The science of language is perhaps as extensive as any other; the kinds of knowledge to be gained in its study are extremely various; and this science would seem to have at least as good a claim as any other to a division into departments. Has any such division been made? To answer the question, I need only mention the terms Glossology, Philology, Rhetoric, Literature, and Grammar. If these terms are equivalent, only one is needed, and the others should be speedily cast out as "cumberers of the ground." If they are not equivalent, they cannot all be general in the same sense. I think we shall all agree at once that glossology, and philology, and literature, and rhetoric, are neither considered nor taught as departments of *grammar.* It would follow, of course, that *grammar* is not a general term including all knowledge of language, but is rather the name of a *department* of the science.

In our study of language, we may learn of its origin, its successive steps of development, the "laws that govern its mutations," the relations of different tongues, its effect upon the development of our natures. We may learn much of the history of the world, of the intercourse of nation with nation, of the mental and moral character of any given people, and we may even approximate, perhaps better than in any other way, to a solution of the question of the "unity of the human race." But all these things are foreign to grammar.

If one should say "Herschel invented Uranus," he would certainly use language incorrectly. But he would not violate any law of grammar. So, too, if he should mispronounce words.

A handbill is neither more nor less grammatical for being printed entirely in capitals. If one chooses to write or to print exercises for his young pupils, and use no capitals, he may do so without violation of grammatical law.

With the spelling of words, at least of their simple dictionary forms, grammar has nothing to do. Many of our text-books do

indeed say, that grammar is divided into Orthography, Etymology, etc. But these books are so self-contradictory, that their testimony is absolutely worthless. Our statute laws, in which words are supposed to be used discriminatingly, prescribe that orthography *and* grammar shall be taught in public schools, which is certainly nonsense, if orthography *is* grammar. Probably not a single teacher in the Commonwealth counts his classes in spelling among his grammar classes, or supposes himself to be teaching grammar, when he is giving them instruction.

The sentences, "My pupils recited good," and "Him and William came to Worcester yesterday," would universally be pronounced *ungrammatical*. In the first, the error consists in putting two words into a *relation* which the laws of the language do not permit them to hold. The error in the second consists in giving to a word a *form* inappropriate to the relation in which the word is used. It follows that *grammar* has reference to the *relations* and the *forms* of words in propositions, or, as some prefer to say, to the *construction* of propositions. English grammar, therefore, is a knowledge of the construction of propositions in the English language, and the question proposed is answered in a general way. In support of this definition, I have time to present only one additional argument, which is found in the fact that what we call grammatical properties of words, as *numbers*, *cases*, *tenses*, etc., are all *forms* or *inflections* of words, and that all our rules of construction are rules for the use of forms. That these properties are *forms*, a very little thought will suffice to show. If we were to say in Greek, "one strikes," "two strike," "three or more strike," we should use three different forms of the verb. To say the same things in Latin we should use but two forms of the verb. In English, only two. The Greek verb is universally said to have three numbers, the Latin only two, the English only two. In the three languages, the words in corresponding sentences hold precisely the same relations to each other; the ideas expressed by them are identical; the only difference is in the *forms* of the verbs. Greek and Latin nouns are admitted to have more cases than English nouns. They have more *forms*. All grammarians teach, if they teach anything on the subject, that Greek and Latin adjectives and participles have *cases* and *genders*,

while English adjectives and participles have neither. The foreign words differ from the English in having certain forms, which the English have not. Reference to tenses and modes would make the case still clearer, but I have no time for such reference.

I have said that our *rules* are rules for *forms*. If you do not see that this is true, that from the nature of the case it must be true, sit down with your pencils and "discuss" one of these rules as you would an algebraic equation. Take, for example, this one: "To form the possessive case, add an apostrophe and an *s* to the nominative case." Suppose now the word *case* to mean *form*. How will the rule read? By substitution we have, "To form (*i. e.* make) the possessive *form*, add an apostrophe and an *s* to the nominative *form*." Any one familiar with the nominative form could do that, and the result would be something understandable and describable. Now suppose the word *case* means *relation*. Substituting as before, we have, "To form the possessive *relation*, add an apostrophe and an *s* to the nominative *relation*"! I venture to say that the Philadelphia lawyer or the Japanese juggler that could made such a combination as the rule prescribes, has not yet been born. Give the term "case" any other meaning you please, substitute, and note the result. Then proceed to discuss rules of construction in the same way. Of no one of these will you be able to make anything but ridiculous nonsense, except as you consider grammatical properties to be *forms* of words.

Some may say, we admit the word "case" means form in the rule just discussed, but may we not also use it to denote a relation? Some have so used the word, and therein made a fatal mistake. No man, in his teaching, has a right to use a technical term in different senses, for then his pupils will not know what he means when he speaks to them. He will speak to them in a tongue, which, if known to himself (as it probably will not be), will certainly be an unknown tongue to them. Moreover, *forms* of words and *relations* of words are entirely different things. They have nothing in common. To couple them, and give them a common name, would be as reasonable as to treat *virtue* and *chlorine gas* in a similar manner. I will now endeavor to answer more particularly the question under discussion.

For various reasons I need not detail here, we may classify

words. With the common classification, I have little fault to find, though it is obvious that some of our definitions need rectifying. For example, if we define an adjective to be a word used to limit, restrict, or qualify a noun or a pronoun, we shall include with what are commonly called adjectives, nouns, pronouns, and participles, and nothing but confusion can be the result. Now, as to what we shall teach under each one of these classes of words, we must be guided by our definition of grammar, and by certain principles applicable to all teaching. Pardon me for calling your attention to three or four of these principles which are often violated in our work in grammar.

1. All technical terms must be accurately defined before they are used. Prof. Tyndall well illustrated a few weeks ago, in his Boston lectures, the care with which we should apply this principle. He had been explaining the construction of his electric lamp, and was about to enter on his experiments. "Observe particularly," said he, "that these coke pencils I may sometimes call *carbon points*. I ask you to remember this, for I would not use a single term in this lecture, that shall not excite in your minds a clear, well-defined idea." Would we might all be equally careful. Now, in grammar, the terms *persons*, *numbers*, *genders*, etc., are technical terms, and we have no right to use any one of them till we have defined it in accordance with this principle.

2. Ideas must precede words; things, the signs for those things.

3. The properties or qualities of any thing must be determined by an examination of that thing,— must be *found*, if found at all, in the thing itself. This proposition I have always supposed to be *axiomatic*. But a few weeks ago I heard it publicly pronounced untrue by a teacher of long and varied experience. This teacher is with us to-day. As this point seems to me to be a vital one, and as I have been unable, after careful deliberation, to agree with him, I hope he will not forget to speak upon the point.

What would be thought of one who should teach that when gold is found with quartz, or *because* it is found with quartz, the gold is hard, breaks irregularly under the hammer, and crystallizes in six-sided prisms terminated by six-sided pyramids; or that the quartz is soft, malleable, ductile, etc.? What if I should teach

that because my father or mother, or partner in business, is tall and wealthy, I am *therefore* tall and wealthy. Imagine Sir William Hamilton, or Agassiz, or Tyndall, standing before an intelligent audience, — an audience composed of the public-school teachers of Massachusetts, for example, — and laboring to establish such doctrine as that! Is it possible I am mistaken in supposing that such teaching is, as Goold Brown would have said, "abhorrent to common sense"? In what respect is it better for me to teach, that simply because a noun has a plural adjective constructed with it, the noun is plural; to teach that any word in a proposition has person or number, simply because another word in the same proposition, or it may be in some other and remote proposition, has person or number?

4. Our teaching must accord with our definitions, — be consistent with itself.

We are now ready to inquire what shall be taught under the nouns. Shall we classify into proper, common, abstract, concrete, participial, nouns *sui generis*, etc.?

We base no rules for the construction of nouns on this classification. In none of our rules do we refer in any way to these classes. We say a *noun* used as subject or object, not an abstract or a concrete, a proper or a common noun. For *grammatical purposes*, such a classification would seem to be useless.

Shall we teach that nouns have *Persons*? *Persons*, in grammar, are *forms* of words used to "distinguish the speaker, the person spoken to, and the person or thing spoken of." The nouns have no such forms, and therefore no persons. If it be admitted, as it cannot be for a moment, that persons are not forms, the difficulty is in no way diminished. For it is often impossible to determine from *anything* in the sentence in which the noun is used, whether the noun represents the speaker or somebody else. One of our ablest and most ingenious grammarians has recently illustrated the straits in which one is sure to find himself, when he undertakes to teach persons of nouns. First, this author declares that grammatical persons are intelligent souls, human beings! Immediately after, apparently forgetting this statement, he says *persons* represent these human beings, but does not tell us what they are. A few pages farther on, he says that "*person*

is that property of a noun or pronoun which shows its relation to the speaker." Then he makes the astounding statement that a *noun* may either *speak* or *hear*, and finally states that *person* is the *relation* of a noun to the speaker. Thus, in thirteen short lines, we have four definitions, expressed and implied, no one of which is reconcilable with any other. His failure may well serve as a warning to others of less ability and experience.

If we examine nouns further, we shall find that some of them have forms used to distinguish unity and plurality. Such forms are *numbers*. We should therefore teach that some nouns have numbers. But we should also teach what is equally true, that in their simple forms some nouns have no numbers. Consider the sentence, "I saw the *deer* cropping the grass on the shore of the lake." There is nothing in the word deer, its form, its meaning, its relation to other words, by which the reader can determine whether the speaker has reference to one animal or to more than one. Indeed there is nothing in the sentence by which this point can be determined. If the word *these* be substituted for the word *the*, we know at once that the author has in mind more than one animal. But this is not signified by anything in the noun. The number is in the adjective. I have already shown how far from scientific, how repugnant to common sense, it would be to say, the noun has number because the adjective has it.

After applying the names singular and plural, we should proceed to show how plurals are formed. If our pupils have previously learned how plurals are formed, a simple review would be sufficient. Next we may teach *genders*, proceeding essentially as with numbers. From genders we pass to *cases*. First, define the general term. Then find the number of cases, and give names. The word *case* at first signified a form different from the simple or name form. If we use the term in this sense, as do a few eminent linguists, we shall find but one case in nouns. If with the majority we extend the term so as to include the simple form, we shall have *two* cases. No noun in the English language has more than this number. After applying names, we may teach the formation of the possessive.

Then, having taught all the properties of nouns, we should derive rules for the construction of nouns. After the rules have

been taught, a model for parsing may be given; and parsing practised to a limited extent. If the teacher is governed by the principles stated above, some of his rules will differ materially from some in quite common use. For example, he will be unable to derive the rule, "A noun used as the object of a verb must be in the objective case," inasmuch as no noun has any such case, — unless, indeed, we call the simple form the objective case. If we do that, we must reject the common rule for a noun made the subject of a verb. The simple fact is, that nouns made subjects of propositions, attributes or predicates of propositions, objects of verbs or participles or prepositions, and nouns independent of grammatical construction, are all in the same case. And if our rules are to serve as *guides* to construction, or if they are to serve as criteria by which in our parsing we shall test constructions put before us, they must be based upon these facts.

Three rules are all that it would be essential to give for the construction of nouns. One of these would provide for nouns in apposition, one for the use of the possessive (nouns limiting other nouns denoting different persons or things), and one for nouns used in any other relation.

If time would permit, I would gladly go on to mark out a course for the other parts of speech. But perhaps I have already given more than the "word to the wise."

A word in conclusion. Let me not be understood to claim that what I call grammar includes all that should be taught in language. On the contrary, I believe grammar to be the least important part of such a course in language as our pupils should receive. Grammar should have a place in our schools, though it would be vastly better for us to cast it out and put in its place elementary instruction in the natural sciences or in natural history, than to retain it, and not have these last. Grammar belongs rather to the High school course than to any other. Put it there, and a single year will suffice for it.

J. G. Scott.

A PLAN FOR TEACHING READING TO BEGINNERS.

THE object of reading to one's self is to take the sense of what is written; the object of reading to another is to express the sense. To express the sense we must first take it; hence, the great importance of oral reading in the schools; its primary object being the expression of the sense, it presents the natural occasion for taking the sense. In teaching oral reading, let the pupil's mind be occupied simply with expressing the sense; let nothing be introduced into the reading exercise which shall tend to exclude thoughts of expression. This is the soul of reading; to secure facility in this should be the object of every lesson, from the first given in the Primary to the last given in the professional school.

The process of teaching little children is very interesting and exceedingly simple; and the simpler it can be made, the more interesting will be the process. The lessons should be reading lessons simply, entirely free from spelling, from phonic analysis, and even from the alphabet. The alphabet, spelling, and phonic analysis should be early taught, but not as a part of reading. The alphabet and spelling are to be taught as aids to written composition, the phonic analysis for vocal culture.

If the child's first reading book is properly constructed, it will be a guide to the teacher in giving object lessons. The first page of readings will present the picture of an object which can be brought into the presence of the pupils; this object will form the subject for conversation with the pupils. Suppose the first reading lesson to be about a knife, the knife will first be brought into the presence of the pupils, and they will be led to observe the parts or the qualities; if they are led to observe the parts, the exercise may be somewhat as follows:—

Teacher (holding the knife in the pupils' presence). What is this?

Pupils. A knife.

T. Here is the word *knife* (putting it upon the board and pointing); what is it?

P. Knife.

T. What has the knife (presenting some part, as the handle)?

P. A handle.

T. Say, *the knife has a handle.*

P. The knife has a handle.

T. Here is the word *handle* (putting it upon the board beneath the word *knife*, and pointing); what is it?

P. *Handle.*

T. What else has the knife (directing attention to the blades)?

P. Blades.

T. Say, *the knife has a handle and blades.*

P. The knife, etc.

T. Here is the word *blades* (putting it upon the board beneath the word *handle* and pointing); what is it?

P. Blades.

T. Point to the word *knife;* to the word *handle;* to the word *blades;* to the word *handle;* etc.

(Pupils point.)

T. Now say what you said before: *The knife has a handle and blades.*

(Pupils repeat.)

T. I will put down the little word you say with knife (putting *the* before *knife*, and pointing to the phrase); say, *The knife.*

Pupils repeat, not Thèe knife, but the phrase, Th' knife, as in speaking.

T. Say again what you said about the knife.

P. The knife has a handle and a blade.

T. I will put down the little word you say with *handle* (putting *a* before *handle*, and pointing); say, *a handle.*

Pupils repeat, not *à handle*, but the phrase *a'handle*, as in speaking.

T. (Putting *has* with *a handle* and pointing.) Say, *has a handle.*

Pupils repeat the phrase, has a handle.

T. Say again all that you said about the knife (pointing to the phrases already upon the board).

P. The knife has a handle and blades.

T. I will put down the word you say with *blades* (putting *and* before *blades,* and pointing) ; say, *and blades.*

(Pupils repeat.)

T. Point to the phrase *The knife ; has a handle ; and blades ; has a handle, etc.*

(Pupils point.)

It may be desirable to present the above in two lessons. Various devices are employed by teachers for fixing the words in the mind of the pupils ; similar means should be used for fixing the phrases.

If the above simple lesson is properly arranged in the reading book, the pupils will easily be taught to read it there. Whether the lessons are or are not in the book, the general plan of teaching beginners should be as illustrated.

By this plan the pupils read only what they have first been led to say ; what they say is an expression of their own thoughts. By the arrangement of the lessons in phrases, the pupils are led to read, as they speak, in phrases.

GEO. A. WALTON.

BEGINNING THE SCHOOL TERM.

THE first week of the school year in Cincinnati is passed by the teachers of the city in the study of methods of teaching.

For this purpose, Superintendent Hancock provides a teachers' institute of a week's duration, taught in part by teachers from the city, and in part by help from abroad.

All the teachers are expected to be present at every session of the Institute, and to take notes of the lessons taught. At the close of the Institute, these notes are examined by the Superintendent and School Board, and the rank of the teachers determined somewhat by the character of the notes.

These Teachers' Institutes serve to awaken and to keep alive a professional enthusiasm in the teachers of Cincinnati, that can hardly be found existing to the same degree in any other city of the United States.

The city Normal and Training School, under the charge of Miss Delia A. Lathrop, is thought to be one of the most successful schools of its kind in the country.

RESIDENT EDITOR'S DEPARTMENT.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THE twentieth annual meeting of the Middlesex County Teachers' Association was held at the Town Hall in Malden on Friday and Saturday, April 4th and 5th.

This was the largest and most interesting gathering of teachers ever held in this County. There must have been, at least, *seven hundred* teachers in attendance, as *five hundred and thirty-two* recorded their names, Friday A. M., distributed as follows: Arlington, ten; Belmont, one; Billerica, three; Brighton, seven; Cambridge, fifty-one; Charlestown, sixty-four; Concord, six; Everett, four; Hopkinton, one; Lexington, one; LOWELL, SEVENTY-EIGHT; Malden, thirty-six; Marlboro', two; Medford, nine; Melrose, eight; Newton, twenty-one; No. Reading, two; Reading, eighteen; Somerville, thirty-two; Stoneham, nineteen; Stowe, four; Tewksbury, three; Wakefield, eighteen; Waltham, thirty-one; Watertown, five; Westford, two; Weston, four; Wilmington, two; Winchester, seven; Woburn, thirteen. Total for Middlesex County, four hundred and sixty; *Essex County*, twenty-two; other counties, sixteen; residences not given, thirty-three.

The Association was called to order at ten o'clock by the president, Mr. G. A. Southworth, of Malden, and the exercises were commenced by prayer by Rev. Mr. Foljambe. Mr. Geo. W. Copeland, chairman of the Malden School Board, in an eloquent and able address, welcomed the association to the hospitalities of the citizens. Mr. Southworth, having long been a resident of Malden, called upon one of the Vice-Presidents, Mr. E. B. Hale, Supt. of Cambridge Schools, to respond in behalf of the Association, which he did in a neat and appropriate speech.

On the motion of Mr. H. F. Howard, of Newton, it was voted to omit the reading of the Secretary's report. The president appointed the following committees: —

On Nomination of Officers, — Geo. T. Littlefield, of Charlestown; Samuel Bement, of Lowell; Daniel Mansfield, of Cambridge; Miss M. I. Hanson, of Newton; Miss Addie Reed, of Malden.

On Resolutions, — W. E. Eaton, of Charlestown; L. F. Warren, of Newton; R. F. Leighton, of Melrose; Miss M. J. Miles, of Waltham; Miss D. M. Huntoon, of Lowell.

At 10 30 o'clock Mr. L. C. Wade, of Newton, read a paper on the "Relation of Common Schools to Practical Life." By request, this paper will be published in full.

An interesting and profitable "Class Exercise in Music" was then given by H. G. Cary, of Malden, with a class of children from a Primary school in Medford.

At 11.30 o'clock, a discussion was held on the subject, "Ought scholars to be detained after school hours for study or discipline?"

Mr. Littlefield, of Charlestown, opened the question in the affirmative.

He would have no detention for anything at the close of the morning session, as that session consists of three hours, in all schools of the State. He would only contend for a time, not exceeding forty-five minutes, after the four afternoon sessions of the week, making as the maximum for the week three hours. Where the afternoon session consists of three hours, he would only detain the pupil for discipline, and then dismiss him as speedily as possible.

It was contended that this extra time was really necessary to the dull plodders in the class, to enable them to reach the goal of each day's duties; and it gave the teacher a chance to assist individually all such honest workers. Such detention was a favor to all parties, and perfectly right and proper.

There are other pupils in the class who are idle and lazy, and need "a spur to prick the sides of their intent" in the shape of a detention beyond the school hours. Such can be kept along only in that way, and in time they can be brought into good habits of study and attention. He thought that there need be no complaint on the part of parents if teachers would be judicious and make a proper limit to their detentions. He thought that it would be well for the committees to make regulations, thus making the practice of the teachers uniform.

With regard to detention for discipline, he was decidedly of the opinion that all serious cases of discipline should be adjourned to the most favorable opportunity. Then the teacher could calmly try the case, and give the culprit a chance to be heard.

There would be far less corporal punishment employed, and much higher decisions reached, by these private deliberations after all irritations on all sides have subsided. It will thus be seen that this is a very good method to advance the cause of education in the school, and without some such constantly operating force the efficiency of the schools would be materially impaired.

Mr. Eaton, of Charlestown, replied in the negative, and spoke substantially as follows: —

The gentleman upon the affirmative has looked upon the question from the stand-point of a teacher; I shall look upon it from the stand-point of the parent: that you have no moral right, and that you have no legal right, to detain children after school for purposes of study.

1. *The moral right.* — The time after school belongs to the parent. The law gives into the hands of the teacher absolute control of the child during school hours; he can advise, confine, and punish. But certainly he has no moral right to hold that relation to the child one moment beyond the time prescribed.

There may be very good reasons why its parent should have the presence of the child; poverty may demand it, or the health of the child, or the presence of the child at the fireside or around the family board.

More: the culture of the school is not so important that it should push

aside all other. The teacher does much for the child. He teaches him to read, to write, to cipher; he leads him to the door of the great temple of knowledge that he may look in and wonder and admire. But the part which the schools play in the economy of education is but a point by the side of all the rest, — a chip by the side of the Great Eastern. His associates, home, fields, stars, family, and mother's influence are the great educators of his being. Teachers may stop a vice, and so turn a boy into the straight and narrow way; I doubt, however, whether the teacher has a great deal of moulding power. If a teacher ever has a controlling influence in shaping a boy's thought or feelings, it is rather as a friend than as a teacher. It is not persons alone, however, that influence the child, but books as well.

Now, the child should have time for the play of the other forces. But he does not. In most of our larger towns and cities the school absorbs the greater proportion of waking time. It is a wrong done to the child as well as to the parent, and neither teacher nor committee have a right to require it.

Again, every moment of confinement after school hours is endangering the health, the manhood or womanhood of the child. All the energies at this age should be given to growth of body. Strong nerves, tough sinews, good digestion are essential to good work, either mental or physical, in adult age. We cannot have them without pure air and plenty of exercise. Our school-rooms are imperfectly ventilated. You can be sure of pure air only under the canopy of heaven; you can have exercise only in the fields or the streets. Children should have time to play, to develop their bodies. Your cities die twice every century, and men and women from the country make new ones in their places, why? Not because they are more intelligent, more cultured, go to school more; but because they pour into the cities, as did the ancient Germans into Rome, with strong bodies, every nerve a thread of steel.

Arnold, the greatest of English educators, was wont to say, that it was one of the hardest things in the world to bring a boy up to manhood and keep him pure and virtuous. And an intimate acquaintance with boys, not a few, of very excellent characters, has convinced me that Arnold spoke the truth. It is your duty and mine to so strengthen every barrier, to so secure every beam and plank, that when the flood-gates are opened, the boy will not be cast into the boiling waves without line or anchor to hold him. Every nerve weakened, every sinew not strong, every tendency to growth checked, every drop of blood not vital with health, is an arrow taken from his quiver when the battle is on. Take heed how ye offend, etc.

2. *The legal right.* — There is nothing in the statutes limiting the hours of school; it is left to the discretion of school committees. The Supreme Court, however, has interpreted the relation of committee and teacher to pupil, to be very similar to that of the parent. But the parent is amenable to the law for any injury done to his child; why not teacher or committee then? I have argued that injury is done to the child by the over-confinement of the school-room. Prominent physicians in the State will tell you the same. I believe, therefore, that if the Supreme Court of the State were appealed to to-day and evidence taken, it would so decide; and before a year that decision would be written upon the statute-book.

The gentleman upon the other side has argued the necessity of detention as a motive for study, for the urging forward of dulness. But why should the teacher be responsible for the brains, the stupidity, the circumstances which surround the social life of the child? Then again, growth is the end of all study. If the child is detained against his will, his mind is not in a state to receive; and if the child receive no nutriment, there can be no growth. The gentleman argues detention for purposes of discipline. But the competent teacher requires but little time for discipline. He who cannot discipline with ease, should go to other trades. That time can be taken during the school hours. At any rate I would not sacrifice the integrity of a principle to a few exceptional cases.

The question is a very important one, and is taking hold of the thoughts of the people. Teachers should lead, not follow. Their influence is great and growing. Let them not throw any obstacle in the way of that growth by being *forced* into a position that is just, right, and reasonable.

Adjourning at half-past twelve, the Association partook of a collation in the vestry of the Congregational church, which did credit to the liberality and taste of those by whom it was so kindly furnished, and was very gratifying to the taste of some six hundred teachers. The young ladies of the High School showed that they had learned "To labor *and* to wait."

The next exercise was a paper by A. G. Boyden, Esq., on "The Daily Preparation of Teachers."

The daily preparation of teachers for their work is a matter of vital importance. Many persons think a teacher does not need to make daily preparation. One might as well think to sustain his bodily vigor without daily supplies of food, as to think of maintaining his mental power without daily study. A true life is a constant growth.

The estimate a teacher places upon his school work will determine the kind and amount of his daily preparation.

The real work of the school is to educate the children to intelligence and virtue, to train them up in the way they should go, physically, morally, and intellectually. The teacher makes the school, and is bound to give his whole soul to the work he undertakes to do. To accomplish his work the teacher must have a knowledge of the laws of mind; a knowledge of each one of his pupils; a full knowledge of the subjects to be taught; must select what his pupils most need; must make a proper arrangement of the ideas to be taught; must be able to teach and to excite in his pupils a lively interest in their work; to explain, illustrate, and define the ideas and thoughts to be taught; to impress them upon the minds of his pupils; must be able to use language fluently and correctly; in short, must be in thought, word, and deed a true model for his pupils.

No man nor woman, however gifted, can do or be what the school requires without careful daily preparation, even after the best special preparation has been made before beginning to teach.

What shall the daily preparation be? First, the teacher should obey the laws of health. A healthy body and a good spirit are the first conditions of

successful work in the school-room. Second, he should carefully prepare every lesson he assigns before he gives it to his pupils. This preparation is necessary to give the teacher the *knowledge of the subject* which he needs, for the *proper arrangement* of the topics of the lesson, and to enable him to make the explanation and illustration which the lesson requires. Such preparation requires time and thought, and if the teacher fails in his preparation his pupils will waste their time in learning nothing but words. Third, he should each morning before going to school think over carefully what he has to do for the day, under what conditions he must do his work, and how he will proceed; and then at night think over what he has done during the day, note his successes and his failures, and learn from the day's experience how he can do better in the future.

Besides this preparation for daily work, the teacher should have his own personal study and reading on subjects apart from his school work, to keep his own mind fresh and vigorous, that he may be constantly growing, and so inspire his pupils with a love of learning by his own *living spirit.* The teacher must therefore have his time and place for study, must have books and means of culture, must have good society, and must study men and things continually.

Is the question, How shall I find time for all this work? *Take the time.* Is it, Where shall I get the means for this culture? Work for them; there is no other way. Is it said, My salary is so small I cannot afford the necessary helps? Make such preparation, and it will increase the value of your services, and command for you a higher salary.

The teacher who is thoroughly prepared for his work has the satisfaction of seeing his pupils interested, growing in knowledge, power, and character, and teaching becomes to him a real joy and delight.

Francis Cogswell, of Cambridge, followed with a "Class Exercise in Numbers," which was well received by the Association.

N. T. Allen, principal of the English and Classical School, West Newton, read a paper on "The efficiency with which the German Government carries into execution its system of education." An abstract of this paper, prepared by Mr. Allen, will be given in our next.

At 4 o'clock, a short time was profitably devoted to answering questions relating to methods of instruction and discipline, that had been collected of the teachers during the day; after which the discussion of the question, "Ought scholars to be detained after school hours for study?" was resumed.

Mr. Warren, of Newton, was opposed to detention after school hours for study, as injurious to pupils, both mentally and physically, to say nothing of the "wear and tear" upon the teacher.

Habitual detention will lead to habitual idleness and inattention on the part of many pupils, who feel quite sure that all gaps in their school work will be filled up by the customary "stopping after school." Back lessons, and pupils needing help, can be more beneficially attended to during the twenty minutes or half hour before nine, when all teachers should be at their posts,

ready for business. At this time, the mental activity and energy of the child will be quite in advance of what they were at sundown of the night previous, and the irritation of both teacher and pupil will be avoided. Habits of prompt attention to duty and of self-reliance will be early formed. Parents will know at what time to expect their children home, and can have the benefit of their ofttimes needed assistance.

Detention for discipline (after allowing for "severe cases," which will occur now and then) should be quite infrequent. The teacher who usually or quite frequently has a dozen to twenty pupils stopping for petty offences, is making poor work at managing the class. Our pupils must work with us, and not against us. The antagonism between teachers and scholars often "works up cases" that ought never to come to any magnitude, but which could have been settled at once, by a single word, had the tone of the room been what it should be.

Let all signs of this antagonism disappear, and let good nature, sympathy, and a hearty co-operation take its place; let there be no injudicious assignment of lessons, and no intellectual or physical disqualification for the day's work on our part; and the doleful hours after school, either for study or discipline, productive as they are in most cases of more harm than good, will soon entirely disappear, and we shall only wonder at ourselves for having allowed a bad habit to cling to us so long.

Mr. Hale, of Cambridge, was ready to unite with previous speakers in their objections to the practice of *habitually* detaining pupils after school hours for any purpose; but he was clearly of the opinion that it was unwise for the Convention to pass a vote that would be understood as condemning the detention of pupils under all circumstances whatever. It is safe to assume that, with teachers and pupils as we now find them in our schools, we cannot afford to banish from the school-room all the means and agencies requisite for maintaining such a state of discipline as the highest interest of the pupil demands. What instrumentalities, then, shall we leave in the hands of those teachers who cannot satisfactorily control their schools without resort to something outside of themselves? Most of the gentlemen who have thus far discussed this question, — while asserting that a regard for the physical and moral welfare of the pupil, as well as a proper respect for the rights of the parent, forbid the detention of children beyond the regular school hours, — yet seem to admit the necessity of sometimes inflicting corporal punishment. But it is needless to waste time in discussing the humanitarianism of corporal punishment, or the expediency of using it; since public sentiment in some communities, at least, has declared that whipping in the public schools shall no longer be tolerated; and that the teacher who uses the rod shall do it at his peril. Since this is so, and because I believe that authority in school should be maintained in some way, I am unwilling to vote that the teacher should never detain pupils for study, or as a means of discipline. I have great faith in the influence of a kind, skilful, and judicious teacher; and when such a teacher meets a refractory pupil in the quiet of the school-room after the other pupils have been dismissed, good results are sure to follow.

It has been argued that the teacher has no legal right to detain pupils beyond the regular hour for closing; but if authorized by the School Committee, he certainly must have an absolute right to do this, for it will be conceded by all that the School Committee have entire control of such matters.

Evening Session.

Thomas Emerson, Superintendent Newton schools, and B. F. Tweed, Superintendent Charlestown schools, who were to address the Association, were not able to fulfil their engagements, owing to ill health. The first speaker was Rev. H. F. Harrington, Superintendent of New Bedford schools.

The subject of his address was, "The Influence of the Teacher's character on the character of his Scholars." He opened by saying that he considered the schools of Massachusetts to be in a more critical as well as interesting condition than ever before, because the foundation principle upon which they have heretofore rested and been built up, is fast giving place to another, of a totally different kind. If one reads the noble statutes by which our school system was instituted and has been perfected, he will see that the great purpose of education is declared to be, to develop in the youth of the State the germ of a lofty and irreproachable character. The culture of the intellect, while eulogized and amply provided for, is made subordinate and subservient to the paramount demands of character.

All this has passed away. Our material interests, grown gigantic and overshadowing, are at length subsidizing the public schools. An education is now to be obtained, not for the formation of character, but to enable the scholar better to earn a livelihood. A pressure is brought to bear on the Legislature every year to change the constitution of the schools, drain out the life-blood of the past, and make industrial aptness and dexterity the vitalizing principles of their organization and support.

Still the truth of the hallowed old principle remains unharmed. The formation of character, the development of a noble and beautiful manhood or womanhood, will ever be the true purpose of our schools; and though public opinion may change, the teachers must not change. They must still strive to perfect the characters of those committed to their charge.

How shall they best accomplish this? By first perfecting their own characters; for the silent influence of the teacher's character is infinitely more effective than his counsels or his demands. He must be truth's own and virtue's own, through and through, from head to foot. Children soon discover whether it is a reality or a *sham* which they have before them; and if they find it to be a sham in anything, all moral influence is gone forever.

Mr. Harrington said that the question of corporal punishment, so constantly discussed, would be easily answered, if in every case there were a whole-souled and large-souled teacher in the chair of control. He related several anecdotes to show how entirely the feeling of a culprit in regard to the instrument of his punishment is dependent on the personal influence of

the teacher who is to inflict it; and to illustrate the touching power of a lovely and admirable character.

After the address by Mr. Harrington, Mr. Nowell, of the Malden High School, addressed the Association on "Physical Culture," supplementing his remarks with a fine exhibition of calisthenics with a class from his school, which was well received by the audience.

Hon. Joseph White closed the exercises of the evening in a stirring speech of a half-hour, on "Character," of which I am unable to give any abstract.

Saturday, April 5th. The Association was called to order at 9 o'clock by the President. Mr. George T. Littlefield, for the committee on nominations, reported the following list of officers, and they were elected, for the ensuing year: —

President, Levi S. Burbank, of Lowell; *Vice-Presidents*, Cyrus A. Cole, of Reading; John T. Prince, of Waltham; L. L. Dame, of Stoneham; Miss M. E. Eaton, of Charlestown; Miss E. J. Jaquith, of Woburn.

Executive Committee, G. A. Southworth, of Malden; J. D. Billings, of Cambridge; Charles Morrill, of Lowell; Mrs. A. F. Waters, of Newton; Miss Annie E. Johnson, of Framingham.

Secretary and Treasurer, John S. Hayes, of Newton.

Mr. W. E. Eaton, for the committee on resolutions, offered the following, which was unanimously passed: —

"*Resolved*, That the thanks of the Association be tendered to the retiring President for the very able manner in which he has performed the duties of his position; to the Secretary and other officers for their successful efforts in making the present meeting so interesting and profitable; to the essayists and speakers who have given us so willingly of their thoughts and experience; to the railroads for their very generous and accommodating spirit; and especially to the good folks of Malden for the princely and more than hospitable welcome which they have given us."

Mr. A. P. Gage, of the Charlestown High School, followed with a "Class Exercise in Chemistry, Experimental."

Mr. Gage stated that the object of the exercise was to suggest a method by which students may be taught to investigate truths for themselves, and thus become *personally* familiar with facts. There is nothing that comes home so much to a boy's mind as an experimental proof wrought with his own hands. Science is not to be read, but *touched* and *handled*.

Seven boys, selected from his class in Chemistry, performed the various manipulations incident to preparation of apparatus and performance of various experiments.

During the hour twenty-five questions were answered by successful experiments performed in every instance by pupils. This exercise was very interesting.

The Treasurer's report was read, and by vote of the Association was accepted and adopted.

Mr. W. G. Sperry, of the Beverly High School, read a very able and interesting paper on the "Cultivation of the Imagination," which we hope to see

published in full in the "Teacher." We will, therefore, make no abstract of it.

N. B. Chamberlain, of Newton, followed with a paper on "The use and abuse of Philosophical Instruments in our Public Schools."

Mr. Chamberlain advocated teaching the natural sciences in our public schools, particularly the sciences upon which the arts most depend.

There is in the public schools of New England a large amount of chemical and philosophical apparatus. Only about one in four of the instruments are ever used to any good purpose. Most of our teachers have yet to learn that it is an art to use even some of the more simple instruments to the best advantage.

There are three classes of instruments in our public schools: the *used*, the *misused*, and the *abused*. He gave examples of each, to the amusement as well as profit of his hearers.

In closing, he urged the teachers to give time, attention, and skill to teaching the sciences; to show the utility and value of these instruments by a few well-chosen illustrations at the public examination.

The president briefly tendered his thanks to the members of the Association for their attendance and attention at this meeting, and expressed the wish that the meetings might prove greatly beneficial, not only to the teachers in attendance, but to those whom they may instruct.

The Association then closed in the usual manner by singing the Doxology.

J. S. HAYES, *Secretary.*

Newtonville, April 15, 1873.

ESSEX COUNTY TEACHERS' ASSOCIATION.

THE Fortieth Annual Meeting of the Essex County Teachers' Association was held in Normal Hall, Salem, April 4th and 5th. The meeting was called to order by the president, Mr. Thompson, of Newburyport. Messrs. Perkins, of Salem; Hills, of Lynn; Moore, of Lynn; Brewster, of Lawrence; and Sargent, of Lynn, were appointed to nominate officers for the ensuing year. It was voted to send Mr. Chase, of Lynn, as delegate to the Middlesex County Convention in session at Malden.

The first essay was read by Mr. Merrill, of Newburyport, — subject, "Health." The subject was discussed by Messrs. Perkins, of Lawrence; Hagar, of Salem; Freeze, of Lynn; Merrill, of Newburyport; Chase and Hills, of Lynn. The second essay was read by Mr. Warren, of Methuen, — subject, "Corollaries." Remarks were made by Messrs. Perkins, of Lawrence; Fisher, of Swampscott; and Hills, of Lynn.

Friday Afternoon.

The first essay was by Mr. Goldsmith, of Andover,— subject, "Astronomy." Messrs. Perkins, of Lawrence; Hills, of Lynn; and Moore, of Lynn, participated in the discussion. The second essay was read by Mr. Perkins, of Salem, — subject, "Ought Latin to be required in our High schools?" Mr. Perkins spoke in favor of making Latin elective. An interesting discussion followed, in which Messrs. Bunting, of Marblehead; Perkins, of Lawrence; Carleton, of Salem; Warren, of Methuen; Hills, of Lynn; Merrill, of Newburyport; and Currigan, of Nahant, took part.

Saturday Morning.

The committee reported the following list of officers, and they were unanimously elected: *President*, A. C. Perkins, Lawrence; *Vice-President*, J. W. Upton, Peabody; *Recording Secretary*, Wm. P. Hayward, Salem; *Corresponding Secretary*, P. S. Warren, Methuen; *Treasurer*, H. F. Woodman, Salem.

Counsellors, — Samuel Harrington, Gloucester; Wm. E. Bunting, Marblehead; Miss Julia A. Stetson, Peabody; Mr. O. B. Merrill, Newburyport; Mrs. A. C. Plumby, Lawrence.

Mr. Chase gave a report of his visit to the Middlesex County Convention. The subject of the proper scope of an educational journal was opened by the president, and continued by Messrs. Hagar, Brewster, and Groce. A committee of one teacher from each city and town in the county was appointed to canvass the teachers for the "Massachusetts Teacher," and Messrs. Freeze and Brickett were appointed to canvass the convention. The last essay was by Mr. Sargent, of Lynn, — subject, "English Literature." Remarks were made by Messrs. Cowles; Perkins, of Salem; Groce; Currigan; and Stone, of Portland. The usual vote of thanks was passed, and the convention adjourned.

J. L. Stanly, *Secretary.*

TEACHERS' MEETINGS.

The Hampden County Teachers' Association will be held at Palmer, on Friday and Saturday, 16th and 17th of May.

The Franklin and Hampshire teachers hold a convention at Northampton, Friday and Saturday, 30th and 31st of May. The Berkshire County Teachers' Association will be held at South Adams, the 30th and 31st of May.

Every teacher in Western Massachusetts should attend one of these meetings.

INTELLIGENCE.

MASSACHUSETTS.

BOSTON.—The following teachers were appointed at the last meeting of the committee: Miss Ada D. Prescott and Miss Mary E. Reid as Primary teachers in the Chapman District. Miss Lizzie Lowell as teacher in the Primary school, also Miss Emma Wadlock in the same department. Miss Mary E. F. McNeil was confirmed as teacher in the Hancock Grammar school, and Miss Mary L. Desmond in the Primary Department, and Miss Harriet D. Hinckley as teacher in the Rice school.

THE annual school festival will be held on the Fourth of July, this year.

MR. J. D. PHILBRICK sailed for Europe on Saturday, the 12th inst.

THE chart prepared by Wm. M. Coombs, at the expense of Mayor Pierce, is a most excellent means of showing the statistical features of our schools. There are, according to its showing, 53,000 pupils with 1,694 teachers in the city. Fourteen orphan asylums; ninety-three private schools; five business colleges; two female colleges; one hundred and fifty-seven Sabbath schools, with 43,540 scholars.

THE first reunion of the graduates of the Prescott school, East Boston, was held at the school-house on Saratoga Street, Wednesday afternoon. About two hundred graduates and teachers were present. An address was delivered by Miss Sarah A. Bird, and a poem by Miss Louisa S. Peabody. The exercises were followed by a promenade concert and dance.

AT a recent competitive examination for the purpose of filling vacancies among the teachers of the Winthrop school, nearly one hundred applicants presented themselves.

MR. DANIEL W. JONES, wife and son, left Boston for California, Thursday, to spend a three months' vacation. Mr. Jones is principal of the Comins school, Boston Highlands, where overwork has broken down his health. He hopes to regain his powers by entire relaxation. A large circle of friends will be pleased to hear favorable intelligence of him.

CAMBRIDGE.—Superintendent E. B. Hale is investigating and experimenting relative to the introduction of plain sewing into the grammar and primary schools of the city. An attempt is making to fix the hours for the High school session from nine to twelve through the year. Models for drawing exercises are to be procured for the High school. Sarah E. Golden is acting as assistant in the Washington Grammar school, in place of Miss Hattie T. Neally, resigned.

It is often said that the public schools of any town are ruined by having a higher institution of learning in it, but in this city it is quite the reverse. We are indebted to Dr. Peabody and his associate professors for many valuable suggestions in relation to the public schools.

CHELSEA.—The number of scholars in the High school is one hundred and thirty; Shurtleff Grammar school, five hundred and twenty-seven; Williams Grammar school, five hundred and eighty-three; Carter Grammar school, three hundred and twenty-three.

Miss Helen M. Souther has been appointed a teacher.

Rev. E. C. Bolles is to deliver, at Plummer Hall, under the auspices of the Essex Institute, a series of lectures similar to those of the institute course the past winter.

The school which was opened several months ago to teach free-hand drawing

has proved quite successful under the instruction of Mr. P. W. Putnam.

SALEM. — The school committee have appointed a committee to select a candidate for the office of superintendent, and fix his salary.

The resignation of Miss Mary J. Fitz, principal of the Bently Grammar school, on account of ill health, is a loss that the committee will find it difficult to supply. Miss Fitz has been principal of the Bentley Grammar school for upwards of twenty-five years. The committee passed resolutions of sincere regret that ill health compelled her resignation, and the pupils testified their affectionate regard with handsome presents. Miss Hannah Choate, of Essex, has been elected as her successor. Hattie M. Stetson has been appointed as teacher in the Browne Primary school.

Capt. Henfield, the truant officer, is the most efficient educator in the city just now.

WAKEFIELD. — The town voted to employ a superintendent of schools at a salary of $1,000. It is hoped some other town may unite with them in this matter, and thus secure the services of some first-class educator.

Miss E. A. Briggs, whose instruction in drawing was so acceptable to the committee, has been re-employed, and will devote half her time to these schools, and the remaining time to the schools of Manchester, N. H.

Miss Alice S. Brown, of Reading, succeeds Miss Nellie Wilcox in the Greenwood school.

MELROSE. — Mr. J. O. Norris, master in the English High school, Boston, has been elected a member of the school committee for three years. The practical knowledge of schools which Mr. Norris brings to this work will be of incalculable value to the town. Three ladies have been added to the committee. The High school continues to prosper under the labors of R. F. Leighton. Three scholars are fitting for Harvard. Whole number, thirty-six.

HYDE PARK. — Miss Mary E. Steele, of Stoneham, is appointed teacher in the Grammar school, H. H. Gould, master. The town has increased the appropriation $6,000. The town employ four masters of schools at a salary of $1,500 each, one High school teacher, whose salary is $1,700, and thirty-six assistant lady teachers, at an average salary of about $500; also a music teacher, who receives $800 per year for his services.

SPENCER. — The committee are at last alive to the demands of the age, and are preparing a course of study for the schools, which will necessitate thorough grading of the schools, which we are assured will be done. A preparatory High school class has been organized, and by this means the standard of the High school will be raised. Mr. A. Warren continues to do valuable service in the High school, where he has done much to awaken the people to see the need of more systematic work in the lower schools.

PITTSFIELD. — The expense of the schools the past year was $22,000. There are thirty-nine schools with 2,300 pupils. The committee urge a compulsory school law, in order that they may compel the attendance of the five hundred children that have had no school privileges the past year. The committee ask an appropriation of $30,000 for the coming year.

GENERAL.

MR. ADRIAN SCOTT, of Brown University, has been elected principal of the Blackstone High school, in place of Mr. Tuell, resigned. Anson B. Guilford, who graduated from the Westfield Normal school, in January last, has accepted the superintendency of the Hopkinton schools.

DEDHAM is to have a new school build-

ing. West Springfield is to have a new High School house. The town of Sudbury appropriated $200 for a town singing school.

THE ladies of the Westfield Normal school have been circulating a petition to the principal, to allow them to organize a debating society, independent of the other sex.

THE new catalogue of Mount Holyoke Female Seminary, at South Hadley, gives the number of teachers thirty, and the number of students two hundred and seventy-one; forty-eight in the senior, forty in the middle, seventy-five in the junior middle, and one hundred and eight in the junior classes.

O. L. BILLINGS, teacher of the High school at Skowhegan, Me., is to leave after the close of the present term.

THE Spring term of the Wesleyan academy at Wilbraham, opens with two hundred and seventy-five scholars, and a few more are expected.

THE new school-house in the centre of the town of Warren, about the building of which there was great strife last fall, has been completed and furnished at a cost of $6,000.

THE principal of the Central Falls Grammar school, Mr. Thomas Davis, has resigned his position, to take effect at the close of the present term.

MR. GEORGE R. CHASE has been re-elected superintendent of schools at Holyoke. Chichester accepted the bequest by Samuel P. Langmaid, of $5,000 for the establishment of a High school.

A. E. WHITE is having the same success in the Lexington High school that has marked his work elsewhere. We congratulate the committee upon securing the services of so able a teacher.

L. W. FOGG of Northampton, a recent graduate of the Normal school at Bridgewater, has been elected as Grammar master in Waltham.

RHODE ISLAND.

THE report of Hon. T. W. Bicknell, superintendent of the public schools of R. I., gives an encouraging account of the schools of the State. The number of scholars have increased five hundred during the year '72. The average attendance has increased, as have the appropriations.

PROF. J. C. GREENOUGH, principal of the State Normal school, has reason for congratulation in view of what he has accomplished during the eighteen months he has been in charge of the school. Prof. Greenough is fortunate in having the hearty co-operation of all the college professors, and the earnest support of the people. It is certainly hoped that the able principal and his equally able assistants may raise the standard of scholarship so high, and make the course so thorough, that the graduate may be fitted by discipline and culture to mould the education of the State.

COLLEGIATE.

THE students of Wesleyan University dissent from the admission of ladies to the college by a vote of one hundred and thirty-three to thirty-three. Some one has said that only those voted against them who could not rank with them in class work.

PROF. BRACKETT, of Bowdoin college, will accept the chair of the Henry professorship in Princeton college, N. J.

DR. C. H. NEWHALL, W. F. Bradbury, and W. A. Monroe, have been appointed examiners by Congressman Williams, of candidates for admission as a cadet to the military academy at West Point.

PROF. H. A. NEWTON, of Yale College, has been complimented with an election to the Royal Society.

HON. GEORGE S. HILLARD, LL. D., and Hon. Edmund H. Bennett, LL. D., have been elected professors in the law school at Cambridge.

THE Kappa Alpha Society of Williams College propose to build a fine hall on the site of their present building.

S. C. BENNETT, of Haverhill, has been appointed music teacher in the public schools, in place of W. S. Tilden, resigned.

WE wish to call attention to the advertisement announcing that the faculty of Harvard University have made arrangements for three courses of instruction, by lectures and laboratory practice, especially intended for teachers of both sexes, — and, for their convenience, to take place during the long summer vacation.

The call for instruction in the elements of the natural sciences in our common schools, and the fact that the teachers now in service have had but little opportunity to qualify themselves to impart this instruction, undoubtedly suggested the necessity of the courses thus opportunely furnished. By thus meeting, and even anticipating the wants of our public schools, Harvard is commending itself to the good-will of the whole community, and supplementing to a considerable extent the high and normal school instruction of the State.

WE would call attention to Clark & Maynard's advertisement of several popular text-books, some of which we have noticed favorably in previous numbers of the "Teacher."

THE "Chicago Teacher" compliments the "Massachusetts Teacher" by saying that "it aims to be scholarly, and barely escapes pedantry." Well, we think every one must admit that the *aim* is a good one for an educational journal, and the *evil escaped* just the one to which scholarship is liable.

> "Wisdom shows a narrow path,
> With here and there a traveller."

It says, also, that the "Connecticut School Journal" has the *form* of the "Chicago Teacher." "Only that and nothing more." The Connecticut School journal is modest.

OFFICERS OF MASS. TEACHERS' ASSOCIATION FOR 1873. — Albert C. Boyden, Bridgewater, *Pres.;* Alfred Bunker, Boston Highlands, *Rec. Sec'y;* Wm. F. Bradbury, Cambridge, *Treas.*

BOOKS.

WE have received a copy of "The Addresses and Journal of Proceedings of the National Educational Association; Session of the year 1872, at Boston, Mass."

This volume of 288 pages, medium octavo size, contains nearly all the "papers," lectures, and addresses delivered before the association, with a very full and accurate report of the most important discussions. It is safe to say that no book published during the year is of equal professional value to the teacher, containing, as it does, the mature opinions of the best educators of the whole country, upon almost every important question connected with our system of public instruction.

The national association by its annual meetings, and especially by its annual volume of proceedings, has already become the most important agency in giving us a national system of education. It is the complement of all our local associations, and is doing more than anything else to give unity of purpose, and to destroy all provincialism in education. Every teacher should have this volume constantly within reach.

It may be obtained of the "Chairman of Publishing Committee, Peoria, Ill.; price $1.75.

HASKINS' BIBLE READER. For School Classes. Selections from the Scriptures of the Old and New Testament. By Rev. D. G. Haskins. Published by E. P. Dutton & Co.

These selections are arranged in such order, as to give a frame-work of historical narrative, while presenting all the important facts, teachings, and precepts of Christianity.

The execution of the work is highly spoken of by many clergymen and educators, competent to judge. The expediency of its introduction to our schools is a question on which there will be much diversity of opinion, even among those who would resist all attempts to banish the Bible from our schools.

A MANUAL OF GESTURE. Embracing a complete System of Notation, together with principles of interpretation and Selections for Practice. By Albert M. Bacon, A. M. Published by S. C. Griggs & Co., Chicago.

This volume is based upon Austin's Chironomia, an English work of the early part of this century, which we remember chiefly as containing that fine illustration of good articulation, quoted by Mr. Everett, in an article in which he declared that he would rather have his daughter return from school a fine reader, than an excellent singer or performer on the piano-forte.

"Words," says Austin, "should be delivered out from the lips as beautiful coins newly issued from the mint; neatly and accurately struck, distinct, in due succession, and of due weight."

Mr. Bacon, however, only treats of Gesture, adopting the system of notation invented by Austin, and chiefly known in this country, we presume, from its use in Comstock's elocution.

We have no particular fault to find with the book, except that it seeks to do too much. It teaches pantomime rather than gesture. A few general principles of gesture which may be readily imparted in one or two brief lessons, we believe to be of more practical value than any exhaustive and exhausting treatise on the subject.

As a teacher of elocution, we have always been chary of our advice as to particular gestures in any given case. After an explanation of the general *significance* of certain attitudes and gestures, we prefer to trust to the suggestions of the sentiment rather than to insist on a studied uniformity. To those, however, who wish a definite gesture for every sentence and for every important idea expressed, the book is probably the best manual to be found.

THE CRITICAL SPELLER. By Prof. A. L. Barber. Published by A. S. Barnes & Co., New York.

This is a blank book of twenty-four pages, ruled in such a manner as to give the root of each word, with its prefix and affix, the correct spelling with a brief definition, and a space for the *use* of the word in a sentence. The instructions to pupils and teachers are eminently judicious, both with regard to the selection of words, and the manner of using the book. Such a method of teaching orthography does much to relieve what is generally an irksome exercise, by showing the composition of words, and the changes of meaning produced by the various prefixes and affixes.

MONROE'S THIRD READER. By Lewis B. Monroe. Published by Cowperthwait & Co.

The Fifth and Sixth Readers of this series have already been favorably noticed in our columns.

The Third Reader seems by no means inferior to the preceding, and, while possessing the same general characteristics, is admirably adapted to the class for which it is intended. The exercises in orthoepy are of great practical value in imparting a good articulation and correct pronunciation.

In the present state of English Orthoepy, if we admit Worcester and Webster as "authorities," it is impossible to do much more than to teach dogmatically. Mr. Monroe has, however, in these exercises departed to some extent from the recognized "authorities," and in

every case of such departure we think he is right. We wish he had taken greater liberties and think he would have been equally justifiable. The selections for reading are very judicious, interesting to pupils, and such as are calculated to impart a flexible, colloquial intonation.

In some of our reading-books of this grade, while care is taken not to introduce too difficult words, the sentences are often so long and complicated, that the pupils are unable to hold the main thought and its qualifications to the period. This, of course, throws every clause out of its true relation, and destroys entirely the unity of the sentence. Mr. Monroe has been careful to give us, not only interesting selections, but selections that contain such forms of sentences as are readily understood by the pupils for whom the book is intended. We think it an excellent book.

FOURTEEN WEEKS IN HUMAN PHYSIOLOGY. By J. Dorman Steele. Published by A. S. Barnes & Co.

This is another competitor for popular favor, in the department of anatomy, physiology, and hygiene, generally included in our schools under the single term physiology. It is certainly a great gain on most of the treatises in our schools for years past. It is less technical and more practical. To the description of each organ is added an account of its most common diseases, accidents, etc., and often of their mode of treatment. The "Hints about the sick room," "What to do till the doctor comes," and, "Antidotes to Poisons," give it special value as a book for family use, as well as for schools.

MEMOIR OF A BROTHER. By Thomas Hughes, author of Tom Brown's School days. Published by James R. Osgood & Co.

This is a charming book, written originally for the benefit of the sons and nephews of the subject of the memoir. It is the history of an unobtrusive, uneventful, but not unimportant life. It is, in fact, more than a description of the growth and formation of a fine manly character, — that of George Hughes, — it gives us an inside view of an almost ideal family. The relations existing between the father and his sons cannot fail to be of much interest and advantage to any one who has the responsible duty of moulding the character of the young. The father was free with his advice, but chary of his authority. The consequence was that George was perfectly deferential, but felt the responsibility of his actions. With nothing sensational, with nothing even eventful, it interests us as we are always interested in an intelligent and well-conducted household, where the family relation is doing its perfect work in the development of true manliness of character. Such a life is —

> "Lifted up by something over life
> To power and service."

"THE PAPERS read before the American Institute of Instruction at Lewiston, Maine, August, 1872, with a Journal of Proceedings," are a valuable contribution to our educational literature, and will be read with interest and profit, not only by those who were not present at the annual meeting, but by those who, though present, were so much annoyed by those very "odd fellows" who rendered night hideous, as to lose some part of their relish for exercises which were, in themselves, interesting. The American Institute of Instruction has an excellent record, and its annual contributions form a library of great value to the educator.

THE ELOCUTIONIST'S ANNUAL, comprising New and Popular Readings, Recitations, Declamations, Dialogues, Tableaux, etc. By J. W. Shoemaker. Published by J. W. Daughaday & Co., Philadelphia.

These selections seem to be interesting, in good taste, and well adapted, as the author claims, to "vocal drill and variety of adaptation." The cheapness of the book — only twenty-five cents — gives it the preference over our larger and more expensive "Speakers," and the fact that it is an annual will give fresh-

ness to the series. We have no doubt it will have an extensive circulation.

THE WISHING CAP PAPERS. By Leigh Hunt. Now first Collected. Published by Lee & Shepard.

No one familiar with the writings of Leigh Hunt, for whom Lord Macaulay "had a liking," and whom Carlyle pronounces a "genius in a very strict sense of that word," can fail to be interested in these papers. The rare powers of description, the genial, loving, and lovable spirit, the pleasant humor, and the keen appreciation of everything true, pure, and good in human life, makes this, like all his works, an agreeable companion to be taken up at odd intervals, and read and reread. In reading him, as in reading Charles Lamb, we always seem to be in his presence, and to feel the warm and sunny influence of his personality.

"OUR YOUNG FOLKS" belongs of right to the younger members of the family; and if they insist — as they do — on having the first reading, it is generally accorded them. But we have sometimes thought they are occasionally sent to bed in pretty good season, because — well, we have noticed that the magazine was still in use by the older members of the family, after the young folks had said their prayers and gone to sleep.

"THE NURSERY," by J. L. Shorey, which seems to be the most difficult of our magazines to adapt to the persons for whom it is intended, and to preserve such a variety as to save it from mere namby-pambyism, is simply perfect. We always read it, and our little "three year old," who can't read a word, and shan't if we can help it for another three years, pumps all the stories out of us by his questions about the pictures.

MANUAL OF LAND SURVEYING, WITH TABLES. By David Murray, A. M., Ph. D., Professor of Mathematics in Rutgers College. Published by J. W. Schermerhorn & Co., New York.

Prof. Murray has been highly successful in accomplishing the objects had in view in the preparation of this work. He has furnished the student with a compact and lucid text-book on the theory and art of land-surveying, and the surveyor with a convenient manual for his daily use. We have taught classes in surveying from several of the most popular text-books on that subject, and we, therefore, have had an opportunity to ascertain the wants of scholars in this branch of study. After a somewhat extended examination of the work before us, we have no hesitation in saying that if we had occasion to select a text-book on surveying, for class use, we should give Prof. Murray's book a trial. Though much smaller in size than ordinary works on surveying, it contains all that is needed by the practical surveyor, presented in concise and remarkably clear language. In addition to the subjects usually treated of, it has an interesting chapter on underground surveying. The book deserves attention from all who have occasion to teach in its department of study.

AN EXAMINATION OF THE DEMONSTRATIONS OF DAVIES' LEGENDRE. Showing how the Polygon becomes the Circle, by the Methods of Newton. By Charles Davies, LL. D. Published by A. S. Barnes & Co., New York.

In this pamphlet of thirty-six pages, Prof. Davies addresses the "Teachers of the United States" in defence of certain changes which he introduced into his mathematical works. The changes in geometry of which he speaks are the elimination of the word "solid," and the substitution of the modern methods of Newton for the method of the *reductio ad absurdum* of the ancients. He discusses with much ability the doctrine of infinitesimal quantities, and maintains, with complete success, that the modern mode of computing the area of a circle by regarding it as a regular polygon of an infinite number of sides, is rigidly correct. The discussion here so ably conducted will prove useful and interesting to all teachers of geometry and the higher mathematics.

THE

MASSACHUSETTS TEACHER.

[A. H. THOMPSON, Editor for June.]

VOL. XXVI. JUNE, 1873. No. 6.

THE STUDY OF THE MODERN LANGUAGES.

THE importance of the study of the modern languages is beginning to be much better appreciated in our country than formerly. Twenty-five years ago, but very few Americans could read, and it was rare to find one who could speak readily any foreign language. Our intercourse with other nations was limited, and at home we needed only English. With all the other changes, however, of the last quarter of a century, not the least is the fact that we have become eminently a travelling community. Business, pleasure, curiosity, love of adventure, fashion, money suddenly acquired that must be spent, — one cause or another is sending our countrymen in crowds over the Atlantic, to the amusement of Europeans, who wonder where they all come from, and where the money comes from they distribute so freely. Go where you will, an American has been before you, and engaged the best accommodations. But for Americans, half the hotels in Europe would be closed; and one of the monks at Great Saint Bernard told me, that of sixty guests one night at the Hospice, forty-eight were Americans. One thing more excites surprise among foreigners, and they rejoice at it because they can so much more easily fleece us, — our utter ignorance of any language but our own. While other travellers can readily speak French at least, — the traveller's language, — if our people attempt a few words, they speak it so awkwardly as to subject themselves to ridicule. At Heidelberg I heard a distinguished American professor of Greek, wishing for a trunk, ask the girl in

attendance *if she had a head.* So many have been abroad that this ignorance is now keenly felt, and everywhere we are demanding for our children, if not for ourselves, a knowledge of the principal modern languages, and that time-honored Greek, if necessary, shall give place to them. The question now comes home to all teachers, How shall these be best taught?

The general custom of the past has been to place the modern languages late in the course, after everything else has been acquired, and to study them with dictionary and grammar critically, after the manner of Latin and Greek. This will do very well, if they are studied simply to be read; if they are to be spoken, it is a mistaken method. The time to learn to speak any language is in childhood, when the vocal organs are pliable, and the ear quick to catch sounds; it is the period when nature has adapted the child mentally and physically to this end. As the child grows, other powers are strengthened, but the ability "to speak with tongues" diminishes; and at twenty, with rare exceptions, no student can acquire a complete mastery of a foreign language. There will be some defect of utterance or of idiom that indicates he is not "to the manor born." It is not meant, of course, that the child must be troubled with the structure of the language, — that must be the work of maturer years. He must learn a foreign tongue as he learns his own, — by memory and practice; and in this way, before ten years of age, he can learn to speak a half dozen languages, if necessary. It is as easy for a child to ask for a thing, or to express its feelings, in several ways as in one, without thinking which way is more natural, except that the one most used will always, of course, be the most natural. This method, as is well known, is the one pursued in Europe. A Russian child, for example, will have an English governess to teach it English, who walks with it, asking and answering questions, till it can speak English readily. And so with the other languages it is required to learn; and thus the Russian traveller, without effort, and with only ordinary capacity, is able to converse with the people of many lands, and is the envy of embarrassed Americans. There are couriers in Europe speaking readily all the different languages simply by intercourse with the people, and so the waiters in the hotels talk with their guests each in his

own tongue, though in other respects as ordinary as the same class with us. I saw a child in Lyons three years of age, that could talk well and with equal ease in French and English, the latter learned from its nurse; and the son of my landlord in Jerusalem, a boy of twelve or fourteen, could speak readily English, French, German, and Arabic. A storekeeper in Rotterdam told me he would not have a boy in his store who could not speak four languages, yet such a boy would be a prodigy in America.

In the opinion of the writer, then, the first thing to be done in our country in teaching the modern languages is, to discard our present method, borrowed from the course adopted in the ancient languages, and substitute the European plan. Private teachers are rare with us, and our public schools must be depended upon to teach the modern languages, as other things. Let the children, at as early an age as possible, — five is better than ten, — be gathered in classes, and made to express themselves in the tongue to be learned, repeating words and sentences, and talking with each other and the teacher. No attention should be paid to the grammar as a study, but the ear, memory, and vocal organs should be trained, and the same course pursued as by the mother with her child. A good teacher would keep store with the children, or have a dinner party with them, obliging them in buying, or asking for dishes, always to use the language to be taught; and thus with the children it would be a labor of love, and they would be as earnest and pleased as all parents know their children are in learning to talk their native tongue. After a child can converse in French and German, teach it to read these languages, and teach their grammar, just as you teach it to read its own tongue, and at the same time. In this way, when our young men and women go abroad, they will be at home in every land.

I am well aware the great difficulty at first would be want of competent teachers. I state only a well-known fact in saying that not one teacher in fifty teaching French and German is qualified to teach them conversationally, however well able to read them. Most learned their pronunciation from English teachers, and hand it down with all its faults to their pupils. We must have a new generation of teachers in our schools and families, either

natives, or those who can speak the languages readily. The greater part of our present teachers would fail to make themselves understood in the languages they teach. Some years ago, when Prof. Agassiz had just arrived in our country, he was invited to give a lecture in one of the oldest and most cultivated cities of New England; and the people, with characteristic courtesy, wishing to give the distinguished stranger an agreeable surprise, invited the teacher of French, who ranked high in his department and had edited French school-books, to give him an address of welcome in French. At the proper time the teacher presented himself before Prof. Agassiz and the audience, and delivered his speech. The professor saw he was addressed, and looked at the speaker with a blank face, not understanding a word; and when the address was finished, to the mortification of all concerned, turned to one of the gentlemen by his side and asked what had been said to him.

The present article is written hastily, by request, yet it is hoped it may at least serve to direct the attention of teachers generally to this subject. No more practical question is now before them. Many Americans, some of them teachers, have the present year gone to the Vienna Exposition, who will meet with the representatives of the different nations of Europe, officially and otherwise. How many can speak French and German I know not; but if, as I fear, they can express themselves only in English, their ability to do honor to our country at such a place and time will be in no small degree lessened, however fit in other qualities.

W. C. T.

HIGH SCHOOLS.

EDUCATION is a growth; but it is not a growth that requires uniform conditions, like a plant. It is more fitly compared to that insect life where the grub is transformed into the beautiful moth. A system of education that has proved useful in one age, may be valuable in another, or it may not; generally it will need modification. While the mental faculties remain always the same, the desires, habits, and tastes of men are constantly varying. Then, too, new truths are evolved, new sciences are created,

and a new civilization dawns. Education should be conservative of all that has proved useful; but it should also be quick to observe the tendencies of the times, and ready to embrace new truth. There is no standard education suited to every age; and the schools that are to serve any age well must interpret the changing wants of society, and adapt themselves to these wants.

In view of these facts, we are considering the condition of our high schools; how far they meet the wants of the people, and whether they are really accomplishing the work for which they are designed. Evidently the principal object of these schools is *not* to prepare young men for college. Nor is it their purpose to impart technical or professional knowledge. Complaint is sometimes made that these schools are impractical. If by this it is meant that our pupils, when they leave school and engage in business, have not a practical knowledge of business, and even find some difficulty in applying the knowledge which they have acquired, then we must allow the charge. They are impractical, and we fear they will never be anything else. But to charge the schools with being impractical, because they do not turn out artists, skilled laborers, and experienced clerks, is very much like blaming a piece of ground, which we have carefully dressed and prepared for seed, because it does not bring forth a plentiful and varied crop, though we have sown no seed therein. The main design of these schools is mental discipline; a harmonious development of all the faculties of the mind to the highest possible degree. But while this is the principal object, there is another scarcely less important: namely, that this discipline be given through such means as, being equally efficient with any other that might be employed, are, at the same time, most likely to prove generally useful. These two objects fully attained would give a perfect public school in any age. By the former, intellectual culture is secured; and by the latter it is made practical to the necessities of the times.

It is extremely doubtful if our high schools give all the mental discipline that should be expected from four years of study; and it is absolutely certain that they do not employ the means necessary for imparting the largest amount of useful knowledge. This result we believe will never be realized until the high school is

regarded an end, an institution to be perfected in all its modes and appliances. At present it is treated rather as a means to something higher. If practical life, which gives significance to all education, were its end, the ground of complaint would be greatly narrowed; but the high school, as it now exists, seems to look to and presuppose a higher institution of learning. A notion has obtained that the high school is supplemented by the college; but this idea is altogether unjustified, and nothing can be more detrimental to popular education than the prevalence of such a sentiment. Its effect is to turn the school away from its main design to a subordinate issue. We rejoice at the collegiate advantages accessible to so many of our youth; but we deprecate the idea that the college supplements the high school; it supplements the education of those who have leisure for higher culture; but where shall the multitudes of merchants, mechanics, and laborers gain that instruction which the high school does not impart? The great majority of our youth never go beyond the high school; and this is a fact that should determine the character of the school, unless we would violate the first principle in which it is founded, that of the general good. The education of these schools will vary considerably according as we regard them an end, or a means to a higher institution. As experienced runners in a long race, where endurance is the chief concern, start leisurely off and deem it prudent to reserve their full energies for the later stages; but, in short courses, exert all their powers from the first; so, in education, if the period of study is to be long, many things may profitably be deferred, which in a more limited course should claim immediate attention.

The motto of our high schools has always been "the greatest good to the greatest number"; but this has been rather a sentiment than a practical truth, and the people have not derived from the schools those advantages which might justly be expected from institutions founded in democracy. That they have not done so is not owing so much to a lack of interest in the schools, as to this fact, that the schools have been treated as subsidiaries to the college, while their true character as ultimate in popular education has not been acknowledged. The improvements in school architecture within a few years afford remarkable proof, not only of a

lively, but of a growing interest in schools. This is a promise of future good. It is a convincing evidence that the foundations of education are laid in the hearts of the people. But it may be doubted if there be not other wants more pressing than fine buildings. We are all influenced by our surroundings; and it is therefore desirable that the school-houses, in which our youth pass a considerable portion of their time, should be neat, and, so far as possible, elegant. But, after all, the latter is a matter of relative insignificance. Amid all the splendors of Athens and Rome the masses were ignorant and degraded; the regal magnificence of temples, the beauties of sculptured marbles, and the costly adornings of princely villas, were wholly insufficient to effect the elevation and refinement of the people. Though sculpture and architecture must have influenced the national character, there were other causes more operative both for good and evil.

In our rage for fine architecture, the expressions school and school-house seem almost to have been confounded; but one is merely the temple in which the other dwells as a sacred spirit. Judge not the book by its cover, the mind by its body, nor the school by its house. Adorning the one, does not of necessity enrich or refine the other. As the perfect attainment of an end depends upon the perfection of the means employed, it is important that we consider well the means by which we work; but a means may easily be exalted into an end. While the house, which is a means to the school, should be made efficient, it is only perverted when we bestow upon it the care that belongs to the school. We must never lose sight of the fact, that it is the school whose perfection we seek. Theoretically every one entertains this idea, yet it appears to us discredited in practice. There is a pressing want, in our high schools, of the proper appliances of education; while the buildings devoted to their use would, in most countries older than our own, be regarded extravagant.

A fine house filled with pupils, under the direction of good teachers, may be called a school,—perhaps a good school,—but it is by no means a complete school, ready for the most efficient work in the education demanded by this age of science. A teacher of tact and talent, with the help of a very few books,

may impart much useful information, and draw out the minds of his pupils into strong and vigorous development; but if the means of instruction be inadequate, he must labor at disadvantage, and fail of the highest results. Other things equal, the carpenter whose tools are few and imperfect cannot compete with one whose instruments are numerous and perfect, either in excellence or abundance of work. In our colleges and universities, where the highest talent of the profession is employed, it is thought necessary to have all the advantages of chemical and philosophical apparatus; to collect extensive libraries, cabinets, and herbaria; and the college that should now attempt to work without these would inevitably fall into obscurity and deserved neglect. But if our high schools are to be regarded as themselves ends, as they must be; if they are to fulfil their office as ultimate in popular education, — do they not need libraries, cabinets, and herbaria, and apparatus adequate to illustrate all the science which they are required to teach? If there be any value in all these appliances; if they are able to smooth the path to better, clearer knowledge in the higher institutions, — should they not be placed in the high school, where the rudiments of the same sciences are taught; where the minds of the pupils, being less developed, require greater assistance; and where the advantages of apparatus would be extended to the largest numbers, and to multitudes who cannot otherwise enjoy them? There is a vast amount of the most useful knowledge which the teacher alone cannot impart; it may not be learned from text-books. Every one who would gain it must pay homage directly to nature. To him who approaches her reverently, there is no want of a philosopher's stone: she whispers to him the true secret of his life; but she seals his lips; the truth must be kept pure; and nature will allow no other to impart it. The distinct recognition, by our leading scientists, of the necessity of a more immediate study of nature, is a most significant token of educational progress. Whatever may be said of the peripatetic philosophy, the peripatetic science of Pensiker promises to introduce a new and important era in education.

That our colleges and universities now afford a better education than the old institutions, is conceded, even by the oldest scholars. But when we say their present education is better

than the past, we speak of education extensively considered. What constitutes the best intensive education may well be regarded a mystery. The typical mind has appeared in different ages, and under widely diverse civilizations. England cannot claim it. Germany has no monopoly of it. Rome and Athens and India have each produced it, or we must accept the doctrine of Pythagoras. But while our age can lay no claim to higher intellectual vigor or more exact mental discipline than has been attained in the past, the world's history shows no other period comparable with the present, in science and useful arts. The horizon of knowledge has widened. The possibilities of mental improvement have kept pace with the revelations of science. Education has become more general and more practical. The noticeable fact in connection with these improvements is the increasing importance attached to physical agencies, and their marvellous multiplication. Mind is doubtless superior to matter, and mental power to physical force; yet, so far as we know, the latter is as important as the former. In most things, wherein the life of man is higher than that of the brute, the cause of this difference is not simply a difference of mind, whereby man is enabled to use the forces of nature; but the fact that he has used them. The forces are themselves a part of the cause, and without their aid this exaltation of life would be impossible. In our external life there is nothing without physical agency. An Englishman, ignorant of the Chinese language, might think as well in China, as he could amid the familiar scenes of his native isle, but he would make poor work at teaching the descendants of Confucius. Without language, he could have but little power of expressing thought; and without any physical agencies, he could do nothing. The two great questions in education are *what to think* and *how to express it;* and one is not more important than the other. If the means of expression be imperfect, the results will be proportionately inferior. Aside from the personal power of the instructor, the best school is that in which the physical means of imparting knowledge are greatest. The voice of the teacher is indispensable; but without the library, the cabinet, and the laboratory, it is impossible to impart the knowledge which the age is demanding of our education.

The purpose of our high schools is to give the best mental discipline, together with the largest amount of practical knowledge. But the impartation of knowledge is conditioned on the use of physical means. Do the means employed justify the conclusion that these schools are accomplishing their design? Every high school should be provided with a library containing standard works on all the subjects included in its course of instruction, both for convenience of reference, and because few teachers can afford to purchase all the books which are necessary to good work. A public library may give valuable aid to the teacher, but it can never supply the place of a school library; since the books are never at hand, and because such libraries, except in the largest cities, are deficient in that class of works of which the teacher is in constant need. A good library well used would improve the language of our schools, and would doubtless be the means of leading many a youth to a knowledge and love of refined literature. There is an educating influence in the mere presence of a good library. A savage might admire it for its dress only, but a man of enlightened reason knows that he may here behold and commune with the noblest minds of every age; and even the youth of our schools, if rightly directed, are competent to such impressions. That was a true and important remark, made by Bishop Hall, on the sight of a great library: "Neither can I cast my eye casually upon any of these silent masters, but I must learn somewhat."

In chemistry and natural philosophy, teaching, to be *practical*, must be *experimental*. Apparatus is indispensable; and yet, there are few of our schools in which the inadequacy and poverty of the supply do not cast serious reflections on our estimate of these sciences, and on the wisdom of our instruction. But geology requires illustration quite as much as other sciences; and a few chance specimens of doubtful character, age, and locality, will not suffice. We may not want large cabinets, but we do need choice typical specimens of the rock and principal fossils of the various ages. With a small but select cabinet, half the time now devoted to this science would afford more satisfactory results. We live in an age of wonderful activity; the busiest people scarcely meet the demands of life; all men are seeking to

economize time, and that economy should not be ignored in education.

But it may be asked, Are the people to be burdened with taxes to buy costly libraries and cabinets, to supply philosophical apparatus, and furnish laboratories? No. There is hardly a town of any considerable population in our State that does not spend money enough to have comfortable and *well-furnished* schools. We call that a well-furnished school in which the apparatus for instruction has value proportionate to that of the building; but the best-furnished school is that in which the house is so subordinate to the school that those within forget the house altogether. The buildings now occupied by our high schools have cost from $15,000 to $150,000 each. If a town can afford but $15,000 for the permanent uses of its high school, let from $3,000 to $5,000 of this sum be set aside for the purchase of such means as are required for instruction. If some city will spend $150,000 in the interest of its school, let $75,000 be used for the library, the cabinet, the laboratory, and such other apparatus as its education may demand. Can any one doubt that such a disposition of the money now appropriated for these schools would be beneficial? Suppose we were to visit some city, and seek out its high school. The building is large and imposing, constructed from the costliest materials, with elegant design of architecture; finished without and within by the hands of skilful workmen. How full of promise is such a structure! *What* may we not expect to find within so rich a case? But let us enter. The walls are destitute of every art save that of the carpenter and the mason; the rooms are filled with beautiful and convenient desks; with chairs of the latest model, so comfortable-looking that Epicurus himself would forget his dinner to sit in them: but there is nothing more. A grand provision for physical comfort. O, if men were less spiritual and more animal, how they might luxuriate here!

But we pass to another city. Inquiring for its high school, we are directed to a plain, unpretending house; comfortable-looking, but not costly. Entering this, we find the walls decorated with cheerful paintings, suggestive to thought; here is an interesting library of valuable works of science and literature; here is a

cabinet glowing with mineral beauty, form and color catching the eye, waking the imagination, and sending the mind to explore the earth for the places whence such treasures come; here is a collection of apparatus for illustrating a class of subjects whose practical import touches the life and well-being of every man, as, for instance, mechanics, pneumatics, acoustics, optics, magnetism, and electricity; here is a telescope for studying the heavens, that marvellous work of the Creator's hand, before which we all exclaim, "What is man, that thou art mindful of him!" a microscope for investigating that world of life and beauty invisible to the unaided eye, but, if possible, more marvellous than the heavens; that world in which man finds a larger hope; assured that He, whose wisdom made, and whose power sustains, the tiniest animalculæ, will surely care for man. Here, too, is apparatus for chemical analysis, sufficient to enable man to resolve the compounds of nature into their elements; to acquaint himself with their properties, to the end that he may the better guard against dangers to life, and appropriate to the benefit of mankind the useful products of the earth. Which of these cities should we call wise? Which would seem to care most for education? We are paying too much attention to things unessential. Our school-houses are too often like apples, fair and promising without, but rotten within, — fig-trees showing a beautiful foliage, but no fruit; costly settings worthy of diamonds, but having at best only cheap pretensions. While we devote all our available means to the erection of beautiful buildings, and make no provision, or almost none, for the great intellectual wants of the school, shall we wonder at the complaint that the girls of our schools care more for dress than learning? and that our boys like any other place quite as well as the school? Why should they not? The school-house is merely the dress of the school. It is something which might be used with almost equal propriety for a hundred other purposes. It cannot tell the object for which it was built. It has no significance in education. Let us show to our youth that we esteem the *mind* higher than all things else; and let us make our education interesting by the use of the appropriate means, and, possibly, the cause of these complaints will disappear. For our part, we are forced to this

conclusion. It would be far better for our education, and much more creditable to our taste, were our school buildings more plain, and our care for the efficiency of our education more apparent. A. H. T.

WORD HINTS.

Before the days of High and Normal schools, Portsmouth had an excellent private school kept by a Mr. Dearborn, who was long gratefully remembered by many elderly ladies, once his pupils, that used to quote him to their grandchildren as authority not to be disputed. Among the many decided impressions received from him, was the one that certain current words and phrases were to be avoided in conversation. He had a list of vulgarisms written out in a fine, round hand, with the distinctness of copper-plate, and placed in a conspicuous part of the school-room; and this list was recited every Saturday. "Do not say 'taint,' child," a bright-eyed old lady used to say to her grandchild; "that was one of Mr. Dearborn's vulgarisms." And this was sufficient condemnation to herself and her family.

It seems to us no trifling debt of gratitude to owe to a teacher, the weeding out of slang, or incorrect expressions, from conversation. This "jargon," as one of Charles Reade's heroines significantly calls it, is one of the little foxes that spoils the vines; and if our teachers can, in any degree, rid us of it, they will not only benefit their pupils, but help to raise the general tone of society. Would it not be well to devote an hour, at least, every week in the schools, to a review of the common errors which salute the ear at every turn? Young people rather enjoy exercises of this kind, which quicken their powers of observation, and call forth criticism. When Rev. E. E. Hale opened this department in the "Young Folks," it became very popular, and won subscribers who valued these verbal instructions as "so useful." The same hints have been sought for in the "Youth's Companion" and other juvenile publications; and in the "Galaxy" the word-studies of Richard Grant White have been an attractive feature. Why not make the correct use of common words a regular topic among the general exercises of the school-room?

A few common errors are subjoined:—

1. Do not say there is not much *to* such a person or thing, but use *of* or *in* instead of *to*. This may not be recognized as a common vulgarism, but since it is to be found in one of our standard magazines, it must have crept into high places.

2. Do not use *commence* before a verb in the infinitive mood. You may commence a piece of work, but you begin to work. Rev. Mr. Hale is justly severe on the misuse of commence, and the good usage of speakers and writers will suggest this rule for the word.

3. Watch the distinction between adverbs and adjectives. Do not say the vase of flowers looks prettily, since it does not act. You simply mean that it is pretty, and the adjective should be used in that, or any similar case.

4. Do not use *without* for *unless*. It is wrong to say, "I shall not go without you do"; you mean *unless you do*.

5. Commit thoroughly the list of irregular verbs, so that *done* shall never be substituted for *did*, or mistake made in the use of any imperfect tense, or perfect participle.

6. Never give the pronoun immediately after the proper name, as, Mr. Blank *he* said so, or Mrs. Blank *she* did so. If this seems a very ignorant blunder, it is still true that it is sometimes heard, even from educated people.

Expletives are to be avoided as far as possible, since they are thoughtlessly suffered to overgrow conversation, lead to exaggeration, and weaken the force of expression. It is useless to say, "I never in my life saw such a thing," which does not impress one so much as, "I never saw, etc." "There is nothing in the world I dislike so much, etc." Here the phrase "in the world" adds no significance. Clearness, simplicity, and correctness in conversation lay the best foundation for the more fascinating qualities, which can never retain their influence without this solid groundwork.

AN EDUCATED BRAIN.

We recognize the immense strides that have been made in the Physical Sciences; but, as educators, we recognize in the sciences, belonging, as they do, to the world below us, no substi-

tute for a sound philosophy of human nature; but, rather, as the physical sciences advance, giving man more power over matter, we see a more urgent need of a higher philosophy and a deeper religious life, that these physical agencies may be wielded for the good of man and the glory of God. . . . While a certain class of scholars are looking to the forces of matter alone for a solution of all the problems of the world, we declare our belief that not only social and moral problems, but the great problems of physical life even, that now perplex philosophers and divide the schools, will find their solution in a more perfect study of man's intellectual and moral nature. Strange it is that the intellect, the great agent by which the wonders of creation are to be unfolded, and the questions at issue settled, if they ever are settled; and the moral nature, by which man differs from all other beings on the globe in rank and vastness of interest,—strange it is that this complex nature, which is distinctively human, should receive so small a share of attention in the schemes of education, in some of them being entirely ignored.

The world cries out with indignation against the crime of putting ignorant engineers in charge where property and life are endangered; but ignorance of all those sciences, which are branded as "metaphysical" by way of reproach, seems, with many, a recommendation for places of trust in our schools, where these higher powers are to be studied by the pupils, or the happiness and efficiency of the man to be imperilled by the defective training he receives. And so we have the absurdity of which we spoke, practical systems of education ignoring the only practical thing in the universe, a thoroughly educated brain. And no brain is thoroughly educated that does not fully understand its own powers, and the best conditions of its activity in the detection of error and the search for truth.

Intellectual science and physical must go hand in hand. Physical science is useful in measuring base lines, thus securing checks to wild speculation; but intellectual science triangulates abysses that physical science could never cross with its measuring line.

He who would give us the outline of our globe, must use both the measuring line and the theodolite; and he who would give us

the outline of that science which the world now most needs, *a true science of life*, must have at his command, in their perfection, all the instruments and means needed for the solution of the problems. He must not think that the balance and polariscope and microscope can settle all the higher problems of life, nor must he live in such a world of speculation as to forget that we are also in a world of matter, that will have a hearing even after philosophers have decided that it is nothing but a dream, a world that has laws of its own which it will declare to the coming generation, however men of the present age may shut their eyes to the truth, manufacture facts which nature disowns, or misinterpret those that have her indorsement. — *Inaugural Address, Pres. Chadbourne, Williams College.*

OUR SCHOOLS.

A TRAIN OF SERIOUS THOUGHTS.

It is a most gratifying fact that we recently find, not only in every journal of science, but also in every newspaper of respectable tendency, articles and discussions on the question of our present school education. For years past our school system has been so much boasted of that the people seem to be perfectly hoodwinked; and any idea thrown out by single thoughtful individuals questioning our superiority, and suggesting improvements, has been hooted at, when it should have been regarded worthy of grave consideration. Happily, that time appears to be passing away, and better ideas are generated and ripening in the public mind.

While thoughtless, not to say ignorant, writers are boasting, thinking and observing men are cognizant of the fact, that our school system is anything but perfect, and our teaching in many cases nothing but a parrot-like training of the *memory*, — committing to memory and reciting, — while it ought to be training of the *mind* to conceive, digest, reflect upon, and retain knowledge, science, and ideas.

The young mind was and is so much confined to spelling, defining, and verbal recitation without thinking, that we very fre-

quently in common life meet with, not only children, but adult individuals (victims of the habit) who cannot comprehend a single sentence without referring to their "spelling and defining" stock of knowledge; who are never ready to give an intelligent answer, from the fact that in puzzling over the meaning of single words, they have failed to grasp the meaning or force of the entire sentence.

Even our courts of justice afford us a grave proof of this relying on book-reciting more than on common-sense. A plain common sentence, spoken or written, the meaning of which is well understood by every person of sound mind, is not unfrequently misconstrued, and a Webster or Worcester is called for to clear up the definition of a single word! And thus, the true conception of the meaning of the whole sentence is often perverted to benefit the party in wrong! Such deviations from common-sense and reason were not so much in practice fifty or a hundred years ago, and they are not now found in any other nation. If we cannot understand what a man says, without referring to a dictionary or spelling-book, our mind is certainly in a morbid state through ill training. It is an inheritance, or natural consequence of our school learning.

We do not find this weakness of conception and comprehension in our conversation with old people who went to school forty or fifty years ago. Teachers of those days taught the children in the method of common-sense; made them *understand* whatever they had to learn. They did not rely on the school-books for the *verbum dictum* of question or answer, but only for the idea or fact to be considered. *Nowadays* it reflects very little credit and honor on our teaching bodies to see the questions to be put to the pupils, printed at the foot of the pages of the school-books!

Of course we have teachers who never look to the foot of the page, but who know how to question each pupil according to individual capacity. But the idea that there is a necessity to put questions into any teacher's mouth, is repulsive and abominable.

We would here enlarge on the matter of *school-books*,—how manufactured, and imposed upon the schools like three, five, and seven years' locust swarms, to the utter disgust of the teacher, whose efforts and good results are broken down by *the new books*,—

but as it would take too much space for this paper, we will let it pass, and only invoke the co-operation of all sincere competent teachers to protest with all their power against this absurdity of continually changing books for instruction. The expense to parents may be considerable, but it is a mere trifle in comparison with the *breaking down* of the educational constitution.

The *successive order* of teaching matters of knowledge and science seems to be very little, if at all, regulated in most country schools. For instance, Geography is introduced before the pupils have learned to read and write well enough; and while *Writing* is too much neglected, teachers are obliged to teach *Drawing* to pupils who cannot write their names properly. We know full well the utility and importance of learning to draw; but everything at the proper time, and when that time arrives, *competent* teachers should be employed, otherwise natural ability and taste may be spoiled. And here we feel justified in remarking, that the law obliging all teachers to teach an art (drawing) which they do not know, the very rudiments of which they have to acquire while they are teaching the same to their pupils, must appear to every reflecting mind as one of those immature conceptions which must end in abortion.

We must, above all, remember that the true republican principle of education is to educate the masses, so that the *majority* may be hereafter something to believe in, to rely on. Thus all children ought to receive equal attention, no matter how far some are advanced by home education; and inferior minds are entitled to the especial care of the *primary* school-teacher.

But here we come to consider a radical error in our school education, and it cannot be too strongly urged upon the grave consideration of both teachers and parents. We mean the first school days of the children. Failures in subsequent schools, in the development of the capacity, capability, and docility of pupils, as well as in the best efforts of the best teachers,—nay, even the want of mental and moral power of individuals at home, in the Commonwealth, and in Congress, may often be traced back to the Primary school.

In order to fully understand this "radical error" in Primary schools, it will be necessary, *volens-nolens*, to compare the Ger-

man system with ours. In Germany the child is put first under the best and ablest teachers, who know how to form and mould the tender brain *for* future training, as the skilful sculptor prepares the clay for his model.

Here, the first instructor, in most cases serving a novitiate in teaching, puts the children under school discipline, makes them recite letters, words, and silly sentences alone or by class, like parrots, without intuitive instruction. The teacher was brought up so, has no experience, does her duty as far as she knows, and is not to blame. When children are sent to *primary private* schools, matters are worse, as there is very little discipline, and less learning.

As a general thing, private schools for infants (sent by their mothers to get rid of their care) are mostly kept by very young or old maids, who feel sure that they can earn a few dollars by "opening a school," and feel bound to teach their pupils in the most interesting manner, in order to retain them with the favor of the parents. A little a–b–c, then a candy-stick, then a little singing, then "twice two is four," then a little spelling, then recess with another candy, then a little singing and *b*raying,— and the school is dismissed! All the meanwhile the good school-ma'am is attending to her *private* matters as well as to her *private* school. There may be here and there an exception to these facts; but, as every intellectual observer knows, such schools are in every town and village in New England, and the consequences are sorely felt by every teacher of Grammar and High schools.

The consequence is, that children emerging from these sweet hot-beds are spoiled for regular training, and the public teacher finds it difficult to bring them up to systematic work. We strongly insist that such babies be required to enter the public Primary school just as if they were never before in any school, no matter how "old and wise" they are represented to be. It is the only way to give our Primary public schools the dignity which they *must* have in the estimation of the people, otherwise we may just as well dispense with them, and keep them merely as charitable institutions for paupers.

But, now, are our Primary schools supplied with *the* teachers ready to accept so important a trust, and able to perform the

duties? Does it not seem clear that the teachers for the Primary schools should be as expert even as the teachers of a High school?

We leave this and all other suggestions in this paper to the consideration of teachers and parents. We should like to develop some plain ideas on topics pertaining to our schools, — concerning the "Relation between Teacher, School Committee, and Parents," "School-books," "Moral Education," and other equally important matters, but must defer this to another time.

In conclusion, we beg to express our conviction that the greatest necessity in our education is this, that the teachers employed should be persons of such integrity and ability as to deserve the unqualified respect and confidence of our communities, and then that the education and discipline, intellectually and morally, should be left entirely with them; since, if they are by nature and education fitted for their trusts, they must know the wants of the school better than any persons who are engaged in the cares and responsibilities of other vocations.

But we fear that nothing less than a National Ministry of Education, composed of men of the highest attainments, — not profound learning, but cosmopolitan knowledge of educational science gathered from the practical experience of advanced nations of the world, — can clean out this Augean stable, and effect the much needed change in our educational system. C. M.

AMERICAN CHILDREN.

Lord Dufferin, visiting the Montreal Normal School, was presented with an address by the pupils. In his reply he referred to the important task for which they were preparing themselves, and continued: —

"I would venture to remind you that in your future relations with your young pupils, you will be careful to remember that your functions must not be confined merely to the development of their intelligence and the imparting of information, but there is also another duty as important as either of these, and that is, that you should endeavor to refine, discipline, and elevate their general behavior, rendering them polite, well-bred, deferential,

respectful to their parents, to their elders, and their superiors. Now, what I would venture to ask you from time to time to impress upon your pupils is this — that though upon the one hand there is no quality more creditable than self-respect, yet, on the other hand, the very idea of self-respect excludes self-assertion; and I say it the more readily because I confess if there is any criticism which I have to pass upon the youth of this new country — I do not say of Canada especially, but of the continent of America — it is that I have been struck by the absence of the deference and respect for those who are older than themselves, to which we still cling in Europe. I have observed in travelling on board the steamboats on the St. Lawrence, children running about from one end of the vessel to the other, whom, more than once, I have been tempted to take up and give a good whipping. I have seen them thrust aside two gentlemen in conversation, trample on ladies' dresses, shoulder their way about, without a thought of the inconvenience they were occasioning, and, what was more remarkable, these little thoughtless indiscretions did not seem to attract the attention of their parents. When I ventured to make an observation on this to the people with whom I had been travelling, I was always told that these little pleasing individuals came from the other side of the line. Well, I only hope that this may be so; at all events, without inquiring too strictly how that may be, I trust that the teachers of the schools of Canada will do their very best to inculcate on their pupils the duties of politeness, of refined behavior, of respect for the old, and of reverence for their parents; that they will remember that a great deal may be done by kindly and wholesome advice in this particular, and that if they only take a little trouble they will contribute greatly to render Canada not only one of the best educated, most prosperous, most successful, and richest, but one of the most polite, one of the best bred, and well-mannered countries of the American continent."

Resident Editor's Department.

THE PROFESSION OF TEACHING.

We believe that all the principal educators of our country and of Europe now agree that every teacher should have a *special* preparation, before receiving an appointment in one of our schools. And, by a special preparation, we mean instruction, not only in the branches to be taught, — of course this knowledge is necessary, — but instruction in *methods* of *teaching*, over and above this general knowledge of the subject.

At the time of the establishment of the first Normal school in America, by the exertions of the late Horace Mann, it seemed to be the general opinion that the teacher, like the poet, "was born, not made," and there was even a prejudice against graduates of Normal schools, who introduced new-fangled notions about teaching pupils to read *words* before they knew the names of the letters, and went through with a senseless and cacophonous jargon which they called the sounds or powers of the letters.

Mr. Mann used to tell of a graduate of a Normal school who lost his situation, because, for lack of an orrery, he took his largest pupil and stood him in the middle of the floor to represent the sun, a small boy for Mercury, supplying the places of the other planets by pupils of appropriate sizes, and, when all was ready, started them in their revolution about the sun.

This rather ingenious method of converting his pupils into "heavenly bodies," was looked upon by their parents somewhat as the little boy, full of frolic and fun, regarded the popular Sunday-school hymn, — declaring that "he did n't want to be a angel." It was pronounced an innovation not to be submitted to, and the poor teacher — no, the good teacher — lost his place. The Normal schools, however, did overcome prejudice, and it was fully established, that a trained teacher — other things being equal — could produce results not to be obtained by the untrained.

It is this, and this only, that vindicates the claim of teaching to be considered a profession. That there are empirics, pretenders, — which in the vulgar is *quacks*, — militates no more against the claim than that they exist in every profession, and notably in that of medicine. How many of us have so thoroughly prepared ourselves for our work, that,

tried by this test, we may claim to be regular members of the *profession?*

EDUCATION FOR WOMEN.

PERMIT me to speak through the "Massachusetts Teacher" on a subject which I rarely hear mentioned among teachers, and yet one which I believe should interest them; I mean the attitude of some of our New-England colleges and various other institutions of learning towards women. Surely the lady teachers of Massachusetts cannot but feel the injustice done their sex. It is with regret that I allude to the record of several professors in our colleges, who, while declaring their belief in a broader education for women, have from motives of expediency united with the trustees in refusing admission to women, and, while keeping fast closed with one hand the doors of their colleges, have with the other solicited and accepted contributions from mothers whose daughters they have thus wronged.

Now, directly or indirectly, this question concerns every woman in Massachusetts. The education obtained at our Normal schools is necessarily very elementary, and yet from their graduating classes the ranks of our profession are in a great measure filled; and notwithstanding the advantages we claim for our school system, yet it is a fact that as far as our teachers are concerned, the scholarship of few would give them a position under the German government; and even in Spain, whose government and religion have never been friends to universal education, the teachers appointed by the government — and none others can obtain a license to teach — are men of advanced learning. Now do not for a moment think that I would attempt to depreciate the merits of these young lady graduates; but it seems to me that it has a direct bearing on my subject, and, if the question is ever raised in this country, we should be ready to meet it. It is true that successful teaching is not a necessary sequence of extra scholarship; but it is equally true, that, given the tact and inventive power which many of these young girls exhibit, united with the education obtained in a college or scientific school, and we should have far superior results.

It may be urged that, were these colleges open, girls would not avail themselves of their privileges; but this I deny: I know of many who have exiled themselves from home and friends to obtain that education which Massachusetts has denied them. Again, it has much to do with the unjust disparity which exists between the salaries of different teachers in the Commonwealth; it is not that we enter upon our work with the intention of leaving it at the first opportunity, as has often been stated,

and nowhere more boldly or persistently than in the "Massachusetts Teacher"; not that our results as a class are not equally valuable; not that many ladies are not competent to fill any position, — but simply a question of political economy. It has been truly said, the higher one goes the less competition there is, and when one reaches the summit there is none. Open colleges and scientific schools to women, — surely the accident of sex should not deprive a girl of the advantages which may enable her to enter any profession, — and I believe these advantages once given, this disparity could no longer exist. She would find more profitable fields in which to glean; and who could blame her if she entered them?

Probably for many of us the time when the opportunity for a more liberal education would gladly have been welcomed, has passed; only to thoughtful reading and home study can we look for mental improvement; but surely it is our duty to use our influence in behalf of the young girls growing up around us, that they shall at least have the opportunity for that higher education which is their due. I.

CLASSICAL AND HIGH SCHOOL TEACHERS.

THE sixth annual meeting of the Massachusetts Association of Classical and High School Teachers was held in Boston, in the hall of the English High School, Bedford Street, on Friday and Saturday, April 11th and 12th, 1873.

At a little past 10 A. M., the Association was called to order by the President, W. C. Collar, of Boston, and the report of the Rec. Sec'y and of the Treasurer was read.

In the absence of the Cor. Sec'y, T. H. Kimpton, of Chicopee, was chosen Cor. Sec'y *pro tem.*, and on motion of Mr. Rugg, the chair appointed Messrs. Rugg, of New Bedford, Miller, of So. Hadley, and Hill, of Chelsea, a committee for the nomination of officers for the ensuing year. At 10.30 a paper was read on "Single or double sessions, in High Schools," by Mr. A. C. Perkins, of Lawrence, who said these two things are assumed to be true: —

1st. Pupils in school ought to be in good physical and mental condition when required to study; their bodies not exhausted by long confinement, their minds not bewildered by prolonged application.

2d. For young people, short alternate periods of rest and work are better than long periods of work followed by long seasons of rest.

The plan of having one session a day disregards these two principles, and thereby causes High school education largely to defeat its own ends. The limit of time for close study is reached in three hours, and when sessions are continued five hours, the last two hours are wasted so far as profitable study is concerned. All the ordinary public religious services of the Sabbath might

be put into one session, not so long as that of our High schools; yet public sentiment does not favor a sermon more than half an hour long, nor a single session more than an hour and a half. Many are greatly wearied by a single service of an hour and a half, and can endure no more instruction than that on one day. If these short exercises are found best in religious instruction and devotion, why are they not also best in secular instruction?

Courses of public lectures are managed on the theory that two hours of instruction, even when mingled with a good deal of amusement, is enough; and that, too, when the audiences are largely adults.

If the fact that High school pupils live at a greater distance from the school-room than others is the reason for this plan, there is much more reason for it in the case of the Mass. Institute of Technology, the State Normal schools, and the Professional schools. But these extend their daily instruction over portions of the day more than five hours apart.

If school closes at one o'clock, many children, especially those of laboring men, are kept away from the family dinner-table for three of the most impressible years of their life, much to their own damage and to the discomfort of the family.

One session a day compels much home study. There ought not to be any study required outside of school hours. If present sessions do not give time enough, more time should be given to school, and if it be decided that nine hours a day of study and recitation should be required of pupils, then there should be three sessions of three hours each. Teachers can justly be required to be at work in the school-room as many hours each day as pupils are required to study. Six hours a day, if rightly employed, is enough for study and recitation in any of our schools, provided the system is not wearied out with long sessions, and provided sufficient teaching force is supplied. Any plan that requires much home study discriminates against the poor. All pupils have not conveniences for study in their homes and cannot have, and the demand for home study puts these at great disadvantage. The closing of schools at one or two o'clock often leaves lazy scholars at liberty to lounge about the streets in idleness in the afternoon. They need the influence which a High school ought to give; they need to be under the eyes of their teachers all day. But in many cases they are lost to these influences and slip out of school altogether, because of the bad habits they form when left to themselves.

After the reading of this paper, the question was discussed by members of the Association.

MR. RUGG, OF NEW BEDFORD.

A few years ago, when the School Board of New Bedford had under consideration the changing from two sessions per day to one in the High school, a member of the Board, wishing to get at the views of those who sent to the school, requested the pupils to bring notes from their parents stating their preferences. More than ninety per cent of the notes received expressed a preference for one session. In consequence, the Board voted to have one session. After five or six years' trial, the subject was again agitated in the Board, and

it was voted to return to two sessions a day. This was tried for a little more than a year, but was so unpopular with scholars, parents, and teachers, that the Board voted to return to one session. Some scholars left when we had two sessions, solely because we had two sessions, and I am confident we should now lose a number of pupils if we should again return to two sessions.

Our pupils come, as in most High schools, from a wide extent of territory, and many of them cannot go home to dinner and return. This necessitates leaving the building open for pupils when no teachers can be there to guard against improprieties on the part of those who remain.

We found that most of our pupils were unfit for work for the first half hour or more of the afternoon session.

MR. CHASE, OF LOWELL,

Derived an argument for single sessions from the well-known practice of the greatest students, who, in their arduous literary pursuits, have the control of their own time, and are at liberty to make their hours of study conform to the demands of mental and physical health. These students generally perform the great work of the day before eating their principal meal. They do not labor upon a full stomach, as the children are required to do, who hasten from dinner to an afternoon session.

He also claimed that the pupils who hasten from breakfast to school — from school to dinner — from dinner to school — from school to supper — find their time for recreation so much interrupted and so fragmentary that they are debarred from those health-inspiring tramps in the country and the fields, and those prolonged sports and games, which those pupils enjoy who finish the principal work of the day before dinner, and have the afternoon at their command for healthful recreation.

MR. RUSSELL, OF THE LOWELL HIGH SCHOOL.

In this case, as usual, the truth is not all on one side.

Though I can see and appreciate, to some extent, the practical difficulties in the way of two sessions, I think most of the points in the essay are well taken.

Personally, I prefer two sessions. I might enjoy the consecutive leisure of the afternoons, afforded by one session; but practically, I forego that pleasure by spending an hour a day or more at the school-room, after the close of school; which is less than some of my associates devote to their labors. Having had experience with one and two sessions, I am satisfied that my own health would be better with two sessions. In our school, at present, we have one session, beginning at 8½ and ending at 2 o'clock. I generally carry a lunch; but often neglect it from various interruptions. I find such irregular habits injurious, and I presume the experience of the scholars is much like my own.

If I could go out at noon, take the fresh air and sunshine, and a warm dinner with my family, I could finish my day's work with greater advantage both to myself and to my pupils.

It is said that the scholars can take the long afternoon leisure for rambling

in the sunshine. Perhaps the sunshine for two or three hours at noon would be quite as good.

It is also said that the most distinguished students have done their study in the early part of the day. Then all that is said about "the midnight oil" goes for nothing. But it does not follow that if mature students can do their day's study in one long effort, the immature scholars of our High schools can safely endure the same strain.

But I do not think it would be possible for us to return to two sessions, though the mothers would much prefer to meet their whole families around the dinner-table, as well for domestic convenience as for the health of their children. Yet the children prefer the long leisure of the afternoon, heedless of their health: and their wishes will prevail.

A partial remedy for the evils is to be sought in shortening the one session, and requiring the scholars to study more at home.

MR. PARSONS, OF WALTHAM.

I have always opposed single sessions for High schools, especially outside the cities. The majority of families in our towns dine at noon; the grammar scholars, having double sessions, must do so; this often necessitates two dining hours in the same family.

Besides, I believe the later part of a single session must always be somewhat unprofitable, from the physical and mental exhaustion consequent upon five hours' consecutive study and recitation.

Again, in the unbroken succession of exercises, there are many loose threads which need to be caught up, — matters of discipline, explanation, correction, — which with a single session can be attended to only in the nervous interval between hard work and dinner, while, in the other case, there is such an opportunity at the close of each session under far less exhaustion.

MR. HOWE, OF JAMAICA PLAIN.

Circumstances should in a great measure determine the sessions of our schools. In my present school during the summer we commence at quarter before eight and close at twelve and a half, which accommodates us better than any other hours, as thirty of my pupils depend upon the cars that do not accommodate at other times. I once taught a Grammar school from eight A. M. till eleven, and from two P. M. till four in winter, — till five in summer, — excellent hours, when all pupils were within easy walking distance of schoolhouse.

Again, a careful teacher could favor the "weak, thin-chested girls" by allowing them to leave as soon as their work was performed, or even permitting them to come in at the second hour in the morning, if their class or division did not recite the first hour.

At the close of the discussion, on motion of Mr. Rugg, a vote was taken upon the question. The vote was almost unanimously in favor of *single sessions*.

At 11.30, Mr. Davis, of the Worcester High School, read a paper on "The best means of cultivating facility and propriety in the use of English."

In order to cultivate good English, and a facility in the use of it, the teacher should not be a bungler in it. It is absolutely essential that each teacher should add the mother-tongue to his department, whatever department it may be. Every faulty expression of speech should be watched as closely as to detect a whisper. One of the most favorable opportunities to teach English is afforded by the spelling classes, as also the reading lesson, which should not dwindle into a mere lesson of elocution. It should be made an intelligent and interested search for its hidden sense. English grammar can have little to do with our facility of using English. The theory of music is good, but the eternal fingering is what does the execution, and so will proper use and cultivation of our language yield facility. Composition gives valuable and practical aid in spoken language. The teacher should not correct compositions by merely correcting the spelling and punctuation, but should also add new words, better constructions, and happier forms of speech. Translation from the ancient classics is a magnificent drill in English, and for this object alone it is worth the time and study to pursue the classics. The pupil should think of at least six synonymes for each translated word. The reading of English authors to the classes by the teacher, is a valuable means of cultivating elegance and expression.

Mr. Davis' paper was followed by a discussion.

Mr. Geo. B. Emerson, of Boston, spoke in hearty approval of the paper. He said it recalled to his mind the first and best lesson he ever learned upon the way in which the Latin language should be translated. "My father was an excellent Latin scholar, and taught an elder brother and myself how to study, and how to translate. My elder brother was five years older than myself, and about thirteen when I received this lesson. I remember my brother's reading the third line in the second book of the Æneid: 'Infandum, regina, jubes renovare dolorem,' and translating it somewhat in this way: 'Oh queen, you command me to renew immense grief.' 'No, my dear boy', said my father, 'that is not a *translation;* infandum cannot mean immense. Don't you see that it is formed from *for, fari, to speak?* Then the queen was treating Æneas with the greatest respect; she would not *command* him, but bid him, as we bid one another good-morning, or to come to dinner. Then it was not *grief* which was excited by the remembrance of what he had seen and suffered, but pain only. Translate "unutterable pain, oh queen, you bid me to renew." Immense is Latin, and grief is old French. Always translate into English.'

"I had at that time never learnt to read a Latin sentence; but I always remembered this lesson, and it has been my guide in all my study, and in all my teaching of language."

After remarks by Prof. Geo. Cooke, of Winchester, Rev. Mr. Cowles, of Ipswich, said we do not use as good English as our brothers across the water, because we are content to teach our scholars and to hear them speak, and to speak ourselves, poor English, — which should be remedied.

Mr. Emerson spoke in confirmation of the remarks of Mr. Cowles as to the importance and means of giving young persons a love and a knowledge of English literature. Mr. E. said that he was in the habit, during the hot weather, before he learnt to throw most of it into summer vacation, of reading an hour a day, to save the pupils from the labor of study, select passages from the best English writers in prose or poetry, such as he thought would give them a taste for the best literature and especially for history. One of the best and most useful exercises was to require all, both boys and girls, to repeat thirty or more lines one day every week, of the choicest passages from the English poets, from Shakespeare and Milton, down through Goldsmith and Gray, to Walter Scott, and Bryant, and Longfellow, and the best of their contemporaries.

J. H. KIMPTON, OF CHICOPEE,

Followed, saying that he was glad to hear his own opinion so emphatically corroborated by the Nestor of schoolmasters. He had always contended for Latin in the High school (English) course as a means of thorough training in English. In his own classes he had insisted upon thorough analysis of every Latin sentence read, and had found scholars growing more familiar with the principles of their own language than by any amount of purely English analysis. So in parsing Latin words: by insisting upon derivation, the pupil gets more and better knowledge of the use and meaning of English words, than by twice the time spent in studying his own language.

At two and a half P. M., the Association was called to order by the President, and Mrs. A. C. Martin, of Boston, read a paper on the question: "Are our High school courses of study suited to the needs of girls?"

Rather than attempt to pronounce a verdict upon the success or failure of the schools, it seemed best to present some general views of the work the High school *should* do, — and what girls need, — that each teacher might answer: "Does my school do its part of this work?"

The High schools are not for elementary instruction of any kind, but are intended to begin the work of higher education, to train the mind to use its own powers in reason and judgment. It is a mistake to permit a High school to become a *special* school of any kind, professional or industrial. The scholar cannot know what he is best fitted for or most wishes to do, till he has had some training which shall show him his own power. It is said that the girls' schools fail for want of some external uplifting point like the college in its relation to the schools for boys; but that only removes the difficulty one step further. We teach all branches of study to girls, so that the trouble must be more in the manner than the matter of teaching. The needs of the girls, that are most serious, differ from those of the boys, inasmuch as they are of quite different temperaments. The girls are easily excitable, and are much more likely to be injured by such excitement. They are apt to be careless, — to think one thing will do as well as another. They turn life into a series of make-shifts. They are easily discouraged. They will be narrow-minded in all their views, for want of wide experience. They tend to the

spirit of the martinet. To arrest these tendencies, — to train the mind to steadiness, and to give it true culture, — the girls need in school, —

"The quiet of tranquil minds, that may come from well-ordered duties.

"The strict discipline of a rule which is method, not system, — that is the result of principle, not mere external statute.

"The genial influence of generous recognition of effort.

"Most of all, such training as shall lead to breadth of mind — that shall teach them not to magnify petty details, but shall give them the power of measuring the value of things, of seeing them in their true relations. They must not study detail in anything for its own sake, but only for the sake of the principle it illustrates."

These needs can be met, not by far-off, doubtful expedients, but by what we can all do to-day.

Mr. T. H. Kimpton, of Chicopee, emphatically indorsed the sentiments of the paper, and expressed delight at hearing a woman so earnestly urge and exhort young women to become something more than dolls of fashion.

Mrs. Abba G. Woolson, of Boston, spoke in approval of the views advanced by Mrs. Martin, and especially emphasized the statement that what girls needed most was thorough discipline of mind; and that a training which should cultivate the reasoning and the perceptive faculties would be of more practical value to them in after life than the instruction in details which had comprised their training in the past. Woman's work to-day was much more varied than that to which she had hitherto been confined; and no one could say for what special tasks she should be fitted. Let her be made an observant, thoughtful, reasonable being, and she would fill any sphere with the greater credit. Mrs. Woolson deprecated, therefore, any variations in our High school courses for the so-called peculiar needs of girls, and spoke against the introduction of sewing in the lower schools.

Rev. E. G. Parsons, of Byfield, alluded to some examples of excellence in the scholarship of girls in mixed schools which had come under his observation, as justifying the claims of girls to an intellectual education equal to that of boys, and by the use of similar methods. The aim should be, in education, to give breadth and strength to the mental powers, and facility in their use. Women need logic as well as men, and as they have for the most part been educated, this is, perhaps, their special want, — the cultivation of their reasoning powers.

The able discussion of questions by ladies, at this meeting, is ample justification, if any were needed, of the logical education of girls; and if they had always had the same chance with their brothers, their equal education with boys would not have been a question to-day.

Rev. Mr. Cowles, of Ipswich, did not believe that girls and boys should pursue the same course.

Mr. Charles F. Rice, of the Springfield High School, spoke as follows: —

Since allusion has been made to the capability of girls to pursue with success the languages and higher branches of mathematics, it may not be amiss to state the results which have thus far attended the experiment of co-educa-

tion in Middletown, the only New-England college which has as yet introduced this innovation. There are four young ladies in the present Freshman class, of whom one, at the close of last term, stood second, one fourth, and the other two in the first third of the class. In both mathematics and the languages they excel, as I can testify from personal examination not a week since; and such is the testimony of the various professors, — the Greek professor in particular asserting that he has never had in any of his classes so elegant a translator as one of these ladies. I do not mean to assert that this is a convincing argument in favor of co-education in our higher institutions. Objections may be, and are, made to it on other grounds, nor am I myself prepared to express a decided opinion in the matter. These facts, however, do conclusively prove that girls can excel in the departments considered especially adapted to boys, and that they need no different course of study as a prerequisite to success.

The question before us, "Are our High school courses of study suited to the needs of girls?" seems a little ambiguous, and susceptible of both an affirmative and negative answer, since some of our High school courses may be suited to the needs of girls, while others may be decidedly unsuited; and indeed, the discussion thus far would seem to indicate that such is the case.

However, I would lay down the general principle that a High school which is suited to boys is suited to girls also, and that, if in any respect it fails to meet the needs of girls, this failure is due to an inherent defect in the course, which applies to both sexes alike, and is of equal injury to both. I can speak with certainty of but one High school, the one with which I am connected, but the course there seems to me entirely suited to the needs of girls. The English course comprises such studies as Rhetoric, Logic, History, English Literature, Mental and Moral Philosophy, all the more important branches of science, and, in mathematics, Arithmetic, Algebra, Geometry, and Trigonometry. Three studies is the required number, though any one desiring to take a fourth in addition is usually allowed the privilege, if evincing the requisite ability. At any period of the course, in place of a required English study, Latin, Greek, or French may be taken, at the option of the scholar, — no one, however, being expected to pursue at the same time more than two languages. Now it seems to me, by such a course as this, a broad foundation is laid for future culture, as valuable to girls as boys, while sufficient latitude is given for the exercise of individual taste and talent. A good knowledge of mathematics is certainly needed, both as a means of mental discipline, and in view of its practical utility, and especially in these days of women's rights, when all the manifold vocations are being opened to their sex. Logic and Rhetoric they need, for, even though they mount not the rostrum, they, as well as the boys, should learn to think, speak, and write correctly, and with elegance and force. To deny the utility of the study of Philosophy, both mental and moral, is to adopt the idea long since discarded, that a girl's mind is of no consequence, and that her instincts are a sufficient guide to right moral action. Nor are the sciences superfluous in a girl's education, would she avoid the disgrace of being wofully behind the

times in an age of scientific investigation and discovery. Thus we might go on with all the English branches which compose the High school curriculum. All are important alike for girls and boys, and it is only on account of the brevity of the allotted time that any are omitted at the option of the pupil, to allow of the not less important and profitable study of the classics. As the classical course commonly is, and we think always should be, optional, no argument is required in its defence, since, if not suited to the needs of girls, it need not be elected by them. Yet I will say in passing that I think the study of the languages peculiarly adapted to their tastes and abilities, and that experience has shown every teacher present that they can and do excel in them.

The objection against our High school courses just now advanced, on the ground that it is unjust to deny to girls the study of the advanced Latin which the boys are to read in college, seems to me hardly valid. The object of a High school education should not be to give opportunity to indulge a specialty, but to afford the elements of knowledge in as many different branches as the time will allow. If, then, the girl is permitted to pursue Latin throughout her entire course, in connection with the class of boys preparing for college, she has no good ground for complaint. It is no injustice that she does not progress as far in four years as they do in six or seven. Rather it is an impossibility that she should, without grossly slighting other equally important departments. Nor do we sympathize with the theory of Mr. Cowles, that, in the High school course for girls, much more time should be given to instruction in drawing and music, to the exclusion of some of the more purely intellectual studies. Accomplishments are, of course, very desirable, but they should not take the place of thorough education. Skill in sculpture, for instance, is a most enviable attainment, yet no one would claim that this art should usurp the place of mathematics in the school curriculum. Instruction in the rudiments of music and drawing is already provided in our schools, and further than this they ought not to go. Those who would excel in these departments, as in all other arts, should depend either upon extra outside work while in school, or upon post-graduate instruction. That there are defects in many of our High school courses, I doubt not. Nearly all would probably be improved by careful revision. But having once obtained a course adapted to the needs of boys, no change, we claim, ought to be made to make it equally suitable for girls. Both alike need education broad, thorough, comprehensive, and whatever may be thought desirable in higher institutions of learning. The High school studies at least should be pursued by both, and will result to both in equal profit.

[*Continued in our next.*]

GRAMMAR IN A SWISS GRADED SCHOOL.

ALCIDE REICHENBACH writes from Neuchatel to the "National Normal" as follows: —

The theory set forth by Swiss teachers with regard to teaching grammar is, that the objective method is the shortest and the only really practical one to be pursued in teaching pupils how to speak and write grammatically, and to enable them to read intelligibly.

In order to avoid drawing an unnatural or an imaginary picture of the method of teaching grammar in a Swiss graded school, I will try to bring before the reader the actual lesson of a grammar class as recited in one of the graded schools of Neuchatel.

The teacher, in order to combine penmanship, spelling, reading, and grammar, and to prepare the way for composition besides, dictates eight short, simple sentences, which are written by all the pupils with marked rapidity, considering their age. A pupil is called upon to rise and read the sentences as he had written them. Before he is through reading, half a dozen hands are raised. Some have a word more, others a word less. The reader takes his seat, and all the mistakes mentioned are corrected, wherever they really exist. Several pupils are now called upon to read, and their mistakes in reading are corrected. The spelling of the words is next in order.

As the half hour is up, and it is 11 A. M., the pupils are dismissed till 2 P. M., when they assemble again for parsing. A pupil reads the sentences written in the forenoon, while the teacher writes them on the board, making about as many errors as the pupils are liable to make. Hands are up as soon as a word is incorrectly written. He asks one generally making that mistake to make the correction, and give his reasons, if possible. When the sentences are all correctly written, each pupil in turn parses a word in full till all the words are parsed. If a definition is called for, it is always the very last question asked. The language used indicates that the pupil is not defining the word mechanically, but as one who has handled it, and really knows something about its peculiarities. Here mutual criticism is encouraged as before. An oral grade is given to each pupil before calling upon his successor to parse the next word. The hour being about closed, the teacher assigns for the first part of the next hour a rewriting of these sentences in another book in the neatest possible manner, and then illustrates on the board what he expects to introduce in the next dictation concerning grammar; for these pupils have never yet used a grammar.

INTELLIGENCE.

CHARLESTOWN. — At the prize drill of the High school battalion, the prizes were awarded to Walter Prescott and E. G. Folsom. Mary M. Richards, teacher in one of the primary schools, has tendered her resignation. L. P. Crown, member of the committee, has resigned. The evening schools have been unusually successful this year.

George S. Poole is elected to fill the vacancy in the committee, caused by the resignation of Mr. Turner.

Georgia H. Fitzgerald and Lucy A. Kimball are confirmed as teachers in the Harvard grammar school.

The change in the High school course of study has been adopted.

Jennie F. Sawyer is elected a teacher in the Prescott grammar school, and Alice S. Hatch in a primary school.

SALEM. — Salaries: superintendent of schools, $2,500; High school principal, $2,500; sub-master, $1,300; first assistant, $1,000; Grammar school master, $1,800; first assistants, $600; principals of primary schools, $600; other assistants, $500. Arrangements are making for a musical festival, also for an exhibition of drawing by the pupils of the public schools.

The Plummer farm school is to be enlarged to accommodate the increased number of pupils.

SOMERVILLE. — The committee have met with a loss in the removal from the city of Rev. J. W. Hamilton, necessitating his resignation. Georgiana Stevens is appointed teacher in the Bennet school in place of Harriet A. Locke, resigned. Buelah A. Hill is transferred from the Brastow to the Prescott school. Miss Hattie Williams supplies the vacancy in the Brastow school.

Mr. Henry M. Moore, one of the most active citizens, has supplied the first class in the Prescott school with Perry's Bible Manual, and been largely instrumental in obtaining a donation of the American and Zell's Encyclopædias, and many other reference books.

The committee have recommended the erection of two school-houses as large as the Prescott, — at present the best house in the city.

WALTHAM. — Amelia Stanley is appointed as teacher of a mixed school at Trapelo, in place of Miss Kendall, resigned. Alice E. Bill is appointed as teacher of Primary school, District No. 10. The committee have established fixed district limits throughout the town.

HYDE PARK. — The newspapers led us into an error in our last issue regarding the salaries. We should have said the High school principal receives $1,750; the grammar masters, $1,600; the music teacher, $1,000.

Miss Maria B. Witherbee of Marlboro' is appointed third assistant in one of the grammar schools; and Mary E. Steele, of Stoneham, also has received a like appointment.

Mr. Whittemore is preparing for a fine musical festival in June.

ANDOVER. — Carrie B. Holt, teacher of senior department, Frye school, has resigned, and her place been filled by Mary E. Giles. Annie L. Locke is transferred from the North to the Village intermediate school. Hannah M. Bixby is appointed to the North school. Charles E. Fish, of Cotuit Port, George T. Eaton, of Andover, Arthur E. Clarke, of Manchester, N. H., took the prizes at Phillips Academy, this month.

ATHOL. — There are five hundred children between the age of five and fifteen, and one hundred of them do not attend school. The town expends fifteen dollars apiece for their education.

CHICOPEE. — The withdrawal of the Catholic boys seriously cripples the schools, leaving one school with only six pupils. It is a problem, the solution of which we wait most anxiously, what effect all this will have upon the practical efficiency of the school system of the town.

PERSONAL.

PROF. J. H. SMART has been appointed Assistant Commissioner of the State of Indiana to the Vienna Exposition. Prof. Smart was originally of Concord, N. H.

Mr. S. T. Rugg, a very successful teacher of an evening school in Boston, has received an appointment to a grammar school in Woburn.

Prof. David Murray, late of Rutgers College, received the appointment last year from the Japanese Embassy, of general superintendent of education for that empire. He is now about leaving for this novel field of duty. This is the position that the newspapers assigned to Prof. B. G. Northrop, and through them we were led to the same error. Prof. Murray was appointed some time before our article was inserted. It is quite a testimony to Prof. Murray's merit that he was the first choice of the Embassy from the circle of American educators.

Emma L. Hubbard, daughter of E. A. Hubbard, superintendent of schools in Fitchburg, recently of Springfield, has received the degree of "Bachelor of Law" from the Michigan University.

James T. Fields is lecturing before the various colleges of New England, upon the subject of English Literature.

Thomas H. Clarke has been elected superintendent of schools of Newport, R. I.

GENERAL.

FIVE of the county superintendents of Iowa are ladies.

MR. GEO. A. WALTON began to discharge the duties of Special Agent of the Mass. Board of Education, in December 1871. During the year following he visited 368 schools, located in 73 towns.

In two hundred and ninety schools he taught topics to the pupils, in the presence of the teachers, to illustrate right modes of teaching. He gave fifty-six evening addresses to teachers and school committees, and friends of education. He taught in eight teachers' institutes.

In his visits he made careful observations in reference to school-houses, methods of teaching, etc.

A large number of the school-houses are found to be badly located, incommodious, poorly furnished, inadequately lighted, without proper means of ventilation.

In most cases the school-houses are without clock or thermometer, globe or numeral frame, without suitable blackboards or chalk or erasers or indexes.

A large number of the schools are well *kept*, but poorly *taught*; the prevailing processes consisting of questions and answers wholly from the text-book.

The schools in the large towns are superior to those in the small towns.

The teaching of the Normal graduates is to be commended especially.

The town system produces better schools than the district system.

The agent experienced kind treatment everywhere, and a cordial co-operation on the part of those in authority. He found, in some towns, a deep interest felt for progress in the art of teaching, by which more natural methods would be employed.

CARD DRAWING RULES. — Since the introduction of Drawing into the public schools of Massachusetts, some cheap ruler to aid the new beginner in testing distances of lines drawn by the eye, have been desired by many teachers. This want has been supplied by the Card Drawing Rules designed by Miss C. H. Sawyer, teacher of drawing in Gloucester,

and successfully introduced into the schools of that town and in other places. They are of stout card-board, six and seven inches in length, and marked off in different spaces for different distances. Some good teachers object to the use of instruments at all in free-hand drawing, believing that their use will inevitably degenerate in abuse. But Prof. Walter Smith, State Director of Art Education for Massachusetts, considers these rules as a valuable help to young children in the study of elementary drawing. "Every child," he says, "should have such help and be taught to use it judiciously, not to be a substitute for judgment of distances by the eye, but to create the power, by accuracy of measurement." The cheapness of the article, three and four cents each, places them within the reach of every child. The rules can be obtained at the stores in Boston where school materials are sold, or of JOHN S. E. ROGERS, Gloucester, Mass.

THE BERKSHIRE COUNTY TEACHERS' ASSOCIATION will hold its annual meeting at South Adams, on the 6th and 7th of June, — instead of the 30th and 31st of May, as incorrectly stated in our last number.

AMERICAN INSTITUTE OF INSTRUCTION. — The annual meeting this year will be at Concord, N.H., July 8, 9, and 10. The following gentlemen will lecture: Rev. Mark Hopkins, D. D., LL. D., on the teaching of the invisible by means of the visible; Prof. E. D. Sanborn, LL. D., of Hanover, N. H., on the English language and its characteristics; Prof. M. T. Brown, of Tufts College, on Charles Dickens as a reader; Rev. A. D. Mayo, of Springfield, on the American common school the national instructor in public virtue; Prof. Larkin Dunton, of Boston, on the use of text-books in common schools; C. L. B. Whitney, of Boston, on history, and the study of history in our schools and colleges; Prof. Sanborn Tenney, of Williamstown, on teaching natural history in our public schools; Rev. Charles Hammond, of Munson, on the utility of English grammar; Prof. W. N. Rice, of Middletown, Conn., on the place of natural science in education; R. F. Leighton, A. M., of Melrose, on disused expressions in English, their origin and history; Mr. ——— ———, Chinese commissioner of education, on education in China. Papers are also expected from Hon. Amos Hadley, of Plymouth, N. H., and Prof. William Everett, of Harvard College.

Free return tickets will be given to members coming over the Boston & Albany west of Worcester, the Boston & Montreal, and Maine Central. Round trip tickets, at reduced rates, can be procured for Concord, at Worcester, Portsmouth, Newmarket Junction, Lawrence, Nashua, Manchester, and at the office of the Boston & Lowell R. R., in Boston. Arrangements are in progress with other roads. The Eagle Hotel will accommodate members for $2.50 per day; the Phœnix for $2; and the Elm House for $1.50. Ladies can be provided with free entertainment during the services, by sending their names to any of the following persons, who constitute the local committee: Rev. Elisha Adams, J. D. Bartley, Esq., Miss I. F. Nutter, Miss S. R. Moulton, and Miss C. B. Cottrell. The programme will be printed in full next month.

W. E. EATON, *Secretary.*
M. C. STEBBINS, *President.*

OFFICERS OF MASS. TEACHERS' ASSOCIATION FOR 1873.

Albert C. Boyden, Bridgewater, *Pres.*
Alfred Bunker, Boston Highlands, *Rec. Sec'y.*
Wm. F. Bradbury, Cambridge, *Treas.*

Books.

REPORT OF THE GENERAL AGENT OF THE MASSACHUSETTS BOARD OF EDUCATION, on the condition of the School-houses in the Commonwealth, and giving plans and descriptions of school-houses suitable for country towns and villages.

From this we learn that in 1838, the estimated value of the school-houses in the State was about half a million of dollars, and that the estimate of the present value is more than seventeen and a half millions.

"In nearly all our cities, and in the great majority of our larger towns, and with rare exceptions in all the towns of a few counties," says Mr. Phipps, "the school-houses are in the highest degree creditable to the enlightened liberality of the citizens, who have voluntarily taxed themselves for such purposes."

If, in some, there has been a tendency to extravagance, it is believed not to have been greater than in church edifices and private residences. The report contains cuts of some of the latest and best school-houses of the State, with plans of their internal arrangements and a statement of their cost. In respect to cost, it would have been better, we think, to have adopted a uniform method of stating it, as it is impossible, from what is given, to get at the relative expense of building and furnishing.

Thus, the total cost of the Harvard school-house, in Charlestown, is given as $130,285. The Sherwin school-house, in Boston, cost, "for building alone," $103,906. From these data, the comparative cost of the buildings cannot be ascertained. So with reference to the Cambridge school-house, whose total cost is $80,000. In order to compare its expense with that of its namesake in Charlestown, we must know that in Cambridge the land cost $8,000, while in Charlestown it cost $32,000. The total cost of the Sherwin school-house, in Boston, is not given.

Cuts and plans for country school-houses are also given in the report, and it contains many judicious suggestions, on the location, ventilation, and furnishing of school-houses, which will be of great value to all cities and towns in which new school accommodations are required.

SIAM; THE LAND OF THE WHITE ELEPHANT, AS IT WAS AND IS. Compiled and arranged by George B. Bacon. Published by Scribner, Armstrong & Co., New York.

Another volume of the "Illustrated Library of Travel, Exploration, and Adventure," and certainly not inferior in interest to those that have preceded it. The book opens with the sixteenth century, and recalls and illustrates the enterprising and adventurous spirit of the Portuguese at that period. They were, however, supplanted by the Dutch, and Louis XIV sent an embassy to Siam with about the same purpose as that entertained by St. Louis in his expedition to Tunis. The king thought the matter of his conversion to Christianity might be safely left "to his own discretion where God had left it," and declined to be converted. On the whole, the attempts to introduce Christianity into Siam were not very successful, and it was not till about the middle of the present century that the new era began.

Mr. Bacon is a pleasant writer, has been in Siam, and adds much interesting matter to what he has compiled from Bowring, Mouhat, and Mrs. Leonowens. His description of scenery is graphic, and there is a touch of humor in his style which renders the book very readable. The romantic story or stories of Phau-

leon — for there are two of them — are told at length, and seem not unlike an "Arabian Night's Tale." His visit to the king, and his surprise at finding how much more the king knew of us and our history than we knew of him and his people, with the admiration which he entertained for Washington, — for whom he had named a son, the present second king, — furnishes one of the most interesting chapters in the book.

It is a book that must interest all who read it, in a country which, from present indications, may yet play an important part in the world's affairs.

THE EDUCATIONAL YEAR BOOK. A hand-book of reference, comprising a digest of public-school laws, systems of instruction, and interesting matters pertaining to schools and colleges. Published annually, by Wm. Wood & Co., New York.

This book contains much information with regard to the public school systems of the several States, apparently well digested and put in compact form. As a book of reference it will be very convenient, containing many things which we should hardly know where to look for elsewhere.

THE BRYANT & STRATTON BUSINESS ARITHMETIC. Designed for Business Men, Commercial, Agricultural, and Scientific Colleges, Normal and High Schools, Academies and Universities. By H. B. Bryant, E. E. White, and C. G. Stowell. Published by Mason, Baker & Pratt, New York.

It is the design of this book to give the accountant and business man a knowledge of the science of numbers and of the art of commercial and business computation.

Part 1st treats of the science of numbers; Part 2d, of commercial transactions and computations; and Part 3d consists of tables, comprising rates of interest and exchange, values of foreign coins, measures, and weights, compound interest and discount, annuities, etc.

For commercial colleges we should think it a good book, though it would seem that much might have been left to our school arithmetics, and the size thereby greatly reduced. For the counting-room it will be found convenient as a work of reference on commercial customs and laws, and also for the tables in Part 3d. So, also, for high and normal schools, etc., though we think it will hardly be adopted as a text-book.

A CONCORDANCE OF THE CONSTITUTION OF THE UNITED STATES OF AMERICA; with a classified index and questions for educational purposes. By Charles W. Stearns, M. D. Published by Mason, Baker & Pratt, New York.

Every one ought to have a good general acquaintance with the Constitution, the great organic law of our government, and yet, when any special point is in dispute, the best informed find it necessary to refer to the letter. As a matter of convenience for such reference, this concordance and classified index leaves nothing to be desired. It is a valuable book for the school, the family, or the office.

YEAR BOOK OF NATURE AND POPULAR SCIENCE, FOR 1872. Edited by John C. Draper, M. D. Published by Scribner, Armstrong & Co., New York.

This record of the investigations of nature and science for 1872, on subjects of general interest, although, of course, fragmentary, will do much to diffuse the most important results of such investigations among general readers, and to stimulate inquiry in various directions which may lead to results still more important. "The classification adopted in the material selected is based on that followed for many years by the British Association for the advancement of science." It treats of almost every subject of human interest, connected with nature and science. Such books, beside the valuable information they contain, are useful as incentives to thought, even to those who make no pretensions to science. The name of the author is sufficient guarantee of its reliability.

LITERATURE AND DOGMA: An Essay towards a better apprehension of the Bible. By Matthew Arnold, D. C. L. Published by James R. Osgood & Co.

We have read this book with the greatest interest. It is an attempt to mediate between theology, science, and the prevailing tendencies of thought among the masses, — or common-sense; and, like all attempts at mediation, it will not probably be satisfactory to either. Indeed, the author himself looks forward to a distant future before he expects his opinions to be generally accepted. He says: "Very likely there will come a time when there will be less religion than even now." "But there will come a time for reconstruction, and then, perhaps, will be the moment for labors like this essay of ours to be found useful." That it will, however, greatly modify opinions which are, perhaps, too sharply held by each of the contending parties, we have no doubt. Perhaps no finer specimen of criticism, and by criticism we do not mean what the word usually suggests, but of broad, liberal interpretation, can be found in the language. His definitions are many of them admirable. Take, for instance, "culture." It is "knowing the best that has been thought and known in the world; getting the power, through reading, to estimate the proportion and relation in what are read." "If we read but a very little," he says, "we naturally want to press it all; if we read a great deal, we are willing not to press the whole of what we read, and we learn what ought to be pressed, and what not. Now this is really the very foundation of any sane criticism." "Morality," he tells us "represents for everybody a thoroughly definite and ascertained idea, — the idea of human conduct regulated in a certain manner." "Religion is morality heightened by emotion." Thus, "we all want to live honestly, but cannot," says the Greek maxim-maker. "That is morality." "O, wretched man that I am, who shall deliver me from the body of this death!" says St. Paul. "That is religion."

We repeat, that though our author's conclusions will not be accepted by theology or science, the book contains suggestions on criticism that cannot fail to modify opposing opinions, and to bring the holders of those opinions nearer together.

HARVARD EXAMINATION PAPERS. Collected and arranged by R. F. Leighton, A. M., Master of Melrose High School. Boston: Ginn Brothers, Publishers, 1873.

These papers present a complete set of the Examination Questions for admission to Harvard College during the last twelve years, and furnish test questions, direct, searching, and comprehensive, on all the subjects included in the required studies preparatory to entering college.

Teachers will find them convenient and very suggestive; and scholars whose training in these branches enables them to answer these questions at sight, will not be likely to fail of admission to any New-England college.

AN ANALYTICAL AND PRACTICAL FRENCH GRAMMAR. By Jean Gustave Keetels. Published by Mason, Baker & Pratt, New York.

This work makes the mastery of the verbs the prominent feature, and in this respect merits hearty approval.

The present tenses are first presented, with numerous exercises on each, and by this method pupils learn the conjugations almost without being aware of studying them; the personal endings of the tenses are given, — separated from the stem of the verb; and in the back part of the book, the verbs are conjugated in full.

The oral exercises are very good, being in the form of questions, to which the pupils are expected to reply in French, thus familiarizing them with the interrogative as well as declarative forms of the verb.

Otto's Grammar, revised by Bôcher, does not agree with this in regard to the interrogative form of the first person singular, the latter giving both forms as correct, as *est-ce que je donne*, or *donné je*,

while Bôcher's Otto nearly rejects the latter form. His method of explaining the formation of the tenses, seems much simpler and as correct as that adopted by Otto, and from experience with classes we are sure that they will remember much better where they are told to form them by adding to the stem the personal endings, which vary somewhat in the different conjugations, than if instructed to form some tenses from one part of the verb and some from another.

The book is too large, — a common fault of grammars; if all were made smaller, and a reader prepared to go with them, it seems probable that the pupil would be more strongly attracted to the work; the explanations are in general very good, but in some cases might be condensed with profit.

Among the sounds of the letters, *x* is given as having the sound of *k*, as in *Alexandre* and *maxime*, though possibly the *s* is omitted by a mistake of the printer; we should like more definite directions as to when *h* is to be considered aspirated; and some other points seem open to criticism.

But the prominent place given to the verbs, and especially to those tenses which are of most practical importance, the variety of idioms introduced, and the selection of sentences and phrases especially useful in conversation, are excellent features of the work.

HARPER, for June, ranks among its best, which is high praise. The second article, "The Marquis of Hastings in America," with illustrations of Boston and vicinity; "Landing of the British forces in the Jerseys in 1776," etc., bring the old times back. But we cannot speak of all its good things. The editor's Easy Chair, and Literary, Historical, and Scientific Record, are, however, deserving of special notice.

LIPPINCOTT FOR JUNE. The opening article is an interesting description of the scenery and society of Atlantic City, and its characteristics as a watering-place. The "Roumi in Kabylia" is concluded in this number. "Our Home in the Tyrol" is continued, and two more chapters of "A Princess of Thule" are given. Without specifying the other articles, — all of which are good, — we may say that the "Monthly Gossip" is especially interesting. The illustrations of the first two articles are very fine.

OLD AND NEW is received, and justifies its name. It brings forth the *old* so as to make it appear *new*, and states the *new* so clearly that we are inclined to think of it as *old*. An excellent number.

SCRIBNER'S MONTHLY, for June, opens with an interesting, and in many parts thrilling account of the "Ascent of Mount Hayden"; and is followed by twenty articles by popular writers. "A Seance with Foster the Spiritualist"; an illustrated sketch of Cornell University and its surroundings; and a notice of Bret Harte, — have especially interested us. The number is beautifully illustrated, and contains interesting matter for all tastes except bad taste.

THE ATLANTIC MONTHLY, for June, is an unusually good one, even for this magazine. Parton's article on the French Imbroglio of 1798, like those that have preceded, will be read by everybody, whether his estimate of Hamilton is accepted or not. Such reading is an excellent appetizer for history. Robert Dale Owen's reminiscences furnish interesting reading. It is almost as good as conversation. All the articles are good, the poetry included.

THE

MASSACHUSETTS TEACHER.

[BYRON GROCE, Editor for July.]

VOL. XXVI. JULY, 1873. No. 7.

*THE CULTURE OF THE IMAGINATION.**

IF we were called upon to state, in few words, our notion of the sum of all human knowledge, and therefore of the end of all possible training, our answers would probably be widely different; but, at the end, perhaps we could do no better than to adopt the dictum of John Ruskin, that it is, To know where we are, where we are going, and what we are going to do about it. It will be easy to discover at least one source of comfort in this definition. It omits the question concerning the "origin of the species." That momentous inquiry of our day, Where did we come from? is not deemed an essential. While, then, as Mr. Froude remarks, the greatest of England's natural philosophers is gravely observing the courtships of moths and butterflies to prove the "descent of man" from an African baboon, in the schools — if we follow Mr. Ruskin's definition — we can afford to drop the question.

The last of the questions proposed, and by far the gravest connected with our existence, Where are we going, and what are we going to do about it? is within the province of the theologians to be decided. At least, if there are any doubts about the matter which can be removed, they are masters of the institutions in which information ought to be sought. But the other department of knowledge, that field of information and inquiry which centres about "Where we are," it is the particular business of the schools to control and investigate.

* Read at the Essex County Teachers' Association in 1872, and at the Middlesex Association in 1873.

I shall have the pleasure to point out what seems to me one radical defect in our school system. It concerns one power of the mind, — the psychologists are fond of calling it the noblest power, — the constructive imagination.

I do not mean the phantasy, or, as it is sometimes called, "the fancy," — ages ago, Aristotle pointed out the difference between the two, — but, rather, a higher energy of the mind; its inventive and combining power. To guide our reflections by some method more or less logical, let us make three propositions: 1st, A lively imagination is of great practical utility. 2d, There is an antecedent probability that we are not blessed with it. 3d, There is a remedy.

1st, Its utility. The Yankee notion of utility is, reputably, perhaps really, a sordid one; and if we were to be guided in our discussions by ideas gathered from the communities about us, the test question upon which would be decided the matter whether the imaging power of the mind ought or ought not to be cultivated, would be, *Will it pay?*

The constructive imagination is at the bottom of the science of mathematics. A line, is length without breadth or thickness; a point, is position without magnitude. But this line and point, from their definition, can have no material existence. They are creatures of your imagination, for they cannot occupy space. No one has made them or can see them.

If any one doubts that the explanation of the rule for finding the area of a circle can only be comprehended by the aid of the philosophic imagination, let him attempt to explain to an ordinary class of pupils the fact that the area may be found by multiplying the circumference by half the radius. He will find his explanations received as Charles Lamb says his speech was received at the "Burns Celebration." He was unfortunate enough to begin with an impossible hypothesis. He said: "Gentlemen, if Robert Burns could be present with us to-night, he —." At this point, four Scotchmen arose, one at each corner of the room, and ended the sentiment and the speech by saying that "he could n't possibly come, for he was dead"!

What is true of geometry is also true, to a considerable extent, of the whole science of quantity.

Imagination is the father of inventions. I should have been inclined to say the mother, but the wisdom of our ancestors is in the adage that *necessity* is the mother, and therefore, by reason of necessity, I make imagination masculine. . . . An inventor is one who conceives certain things to be possible, and who makes them real to others after the imaging power of his mind has made them real to him. He takes old facts and makes new combinations from them, and his philosophic imagination guides him in the matter. As with inventors, so with other discoverers in art and science. Certain facts suggest to imaginative minds certain theories, not logical necessities, but *prudentes questiones*, sagacious guesses; and theories finally develop into laws. Imaginations to begin with, facts in the end. That is the order.

The imagination is most intimately connected with all the pleasures of life that result from a cultured mind. A reader whose imaging power is feeble cannot read intelligently. The reason is, that literature, whether in prose or in poetry, is full of men and places, and of analogies; and, to the unimaginative mind, which cannot form for itself a mental image out of the words read, nothing is suggested. Some persons do not like poetry. Can there be any other reason than that they have no poetic imagination? Music appeals to the imagination. The whole effect of melody and harmony arises, I think, from certain analogies supposed to exist between certain feelings of the mind and particular sounds, — analogies which are discerned, not by the reasoning powers, but by the imaginative powers of the mind.

Certain combinations correspond, in our imagination, with the various religious emotions, and make up our sacred music; certain others to the feeling of gayety, and make up our holiday music; others to the passions which war provokes, and we call such combinations martial music. Others have a likeness to the feelings of gloom and sadness, and make up our dirges.

And more than this, there are certain vague and nameless emotions, feelings, strivings of spirit, which are too subtile and fleeting to be easily represented by words, which may be represented by combinations of musical sounds. Of such a nature are Mendelssohn's "songs without words." I have cited these instances only to say that, perhaps, all the pleasure which arises

from a thorough appreciation of music, comes to us through our ability to discern the analogies which the author has intended to present. These analogies are matters of fancy rather than of fact, and are discerned by the imagination.

The imagination is at the foundation of a religious life. Religion depends, does it not, upon our forming some proper notion of the character of God, and some ideas in reference to a life hereafter which shall be widely different from this sublunary existence. Now, a knowledge of the character of God must be vague and unsatisfactory to the most imaginative mind when governed by the wisest reason; but without imagination there is and can be *no* conception. "Canst thou by *searching* find out God?" And the hopes and fears which arise from the contemplation of the future state, can only be aroused by an appeal to the imagination.

Patriotism has for its object an imagination. What is it that give such a sacred importance to your love for this "great country, sir"? Your homes? They are no better, it is to be presumed, than other peoples' homes. The climate? A man who is in love with this climate ought to escape capital punishment on the plea of insanity. The soil? Why, the historians are particular in their defence of the Pilgrim Fathers to say that they didn't come here out of their own heads, but were driven in by a storm. The American Eagle? He's a vulgar and carrion-eating bird. The purity of the government? It's a myth. The *form* of government? All history preaches to you that it's a doubtful experiment. No, not any of these things, nor all of them combined.

Patriotism is love for an *ideal* country, and is a virtue or a vice as its object is noble or base.

It might be easily proved that the success of the lawyer, the physician, the preacher, the teacher, the statesman, the artist, depend largely upon this representative power of the mind, the constructive imagination.

But, perhaps, enough has been said to emphasize in some measure the proposition with which we began, that a lively imagination is of great practical utility. The second point is, that there is an antecedent probability that we are not in possession

of this lively imagination. And this a matter of importance, because the stream can rise no higher than its source. We cannot teach what we are not ourselves in possession of. I do not mean to say that we have no imagination, — not that — all men have some imaging power, — but only that the probability is that it has not been well trained. This probability arises from our nationality, the age in which we live, and the teachings which have formed our minds. We belong to a race whose imagination develops itself in inventions, — a very limited but useful development, and not much else. The representative Yankee has never been charged, so far as I know, with a cultivated imagination.

And we live in a practical age, the age of iron and of steam. How to go fifty miles an hour with safety, how to stop our trains within a hundred feet, how to protect our Pacific rail lines from snow, how to manage the Indians, how to hang Mr. Stokes, how to dispose of the money accruing from our bill in England, — these things and others like these divide the popular attention, all interesting and important, but unimaginative. Our teaching has probably done little for us in this matter. Let me appeal to the recollection of those of you who have walked in the shades of some American Academia. In the course of your college experience you met with professors of literature. Did you ever meet one in those boyish days who was sensible enough to direct your attention to some glowing description, and to say, if you will ponder those words until the parts delineated so carefully shall form a complete mental image, until you can see the object with distinctness, as the author saw it, you will have begun to read intelligently, and will be forming a habit that will result in unceasing delights?

You met some professors of music. Did they say to you, if you will study the design of the composer until you can discern the analogy between the thought and the sound, you will be charmed with his wonderful genius?

You met some professors of art education. Did they say to you, the sculptor whose hand fashioned this beautiful marble into a living image, had in his mind an ideal character to represent; if you can trace out the analogies between that ideal and the graceful outlines before you, your delight in the contemplation of this statue will be immeasurably increased?

And generally, in the colleges and the lower schools, did you find teachers whose own imaginations were so energetic in their action that they were able to stimulate and to direct your own? Did they make a wise and faithful effort to draw out and strengthen this noblest faculty of your mind? If not, and I think all these questions must be answered in the negative, then it follows that your teachings have done little for you in this particular.

And, third, there is a remedy. We learn to imagine well, as we learn to swim well, — by trying it. In learning to swim, the thing to be desired is that we should see some one in the water who knows how: should watch his motions till we thoroughly comprehend them; and the next thing is, to get in and strike out for ourselves.

In training the imagination, the thing to be desired is that our minds should be directed to the efforts of those who have imagined well; and after we can appreciate their efforts, that we should attempt to follow them. By this method we study the sciences, the arts and literature.

All the ideals of life are progressive: they improve by culture. This improvement can be more easily illustrated than explained. Imagine a flat-footed barbarian from Patagonia to be walking in the streets of Boston. As he passes the entrance to some cigar-shop his eye is caught by the wooden image which disfigures the doorway. That image introduces him to the world of art. He gazes at it with stupid satisfaction. To his eye it is perfect, and he will not imagine that it could be improved. But conceive of another man — one a little higher in the scale of humanity, a semi-barbarian — to be regarding the same figure. Suppose him to have a little critical knowledge of the "human form divine," by reason of his having been a boot-maker. His admiration of the figure will be great, perhaps, but he will see that the feet are out of proportion.

Conceive of another who has been a hatter. He will see that the head is big enough to make a cheese-box, though, to him, the feet may be well enough. And so you may imagine many men, with different degrees of familiarity with the human form, to be gazing upon the image, and each will have his own criticism to make.

Among the last, will be the anatomist, who will discover that not a single muscle has been properly located; the phrenologist, to whom all the bumps will be absurdities; the physiognomist, to whom the face will be a soulless monstrosity; and the sculptor, to whom the whole image will seem to be a staring and hideous outrage. Now, as children, we enter the fields of science and literature with untrained imaginations; we gaze upon theories and words with the untutored gaze which the Patagonian bestows upon the image, and we need to be trained to a discernment and cultivation of taste. By "taste" is meant that we must have proper ideals in mind with which to compare the images before us. Is it not incumbent upon us, then, as teachers, to guide so far as we can — and probably that will not be very far — the imaginations of our pupils by furnishing them these ideals? In literature — for in the schools we have more to do with literature than with any other of the fine arts — can we not direct our own attention, and that of our disciples, to the *best* models? In fiction, can we not show them the difference between the distorted impossibilities of Sylvanus Cobb and the portraitures of Charles Dickens?

Can we not cultivate a taste for poetry, even if we have to exchange a little algebra for it? Not rhymes about mountains and fountains and daisies and daffodils, but the imagery of Milton and Coleridge and Wordsworth; or, if you will, of Whittier and Lowell and Bryant?

If we turn our scholars out into the world without making an effort to arouse this noblest power of the mind, it seems to me that we shall be dismissing them with a benediction of this sort:

"You are entering a world of labor and disappointment, and it is likely that hereafter your soul and body will become wearied with toil. Failures and misfortunes, since they come upon all men, will come upon you also. If, by reason of strength, you live fourscore years, their strength will be found labor and sorrow. To compensate for these evils, there is an ideal world of sculpture, of architecture, of poetry, of music, of love, of religion. They appeal to the highest power of your mind, and, in the exercise of that power, you will find your greatest satisfaction. Poetry is full of imaginations; and if we had not been obliged to

spend so much time in teaching you to measure the hexameters of Virgil correctly, we might have presented to you some of the magnificent similes of John Milton. Sculpture is full of ideal beauty; and if you had not taken so much time to comprehend the fact that the three angles of a triangle equal two right angles, we might have given you some imaginative training that would have brought to you much pleasure in your contemplation of the outlines of beautiful marbles. Music could have charmed away your cares, but we have to teach you to find a coefficient for the third term of the higher powers of binomials, and therefore we could not attend to it. Love is a noble or an ignoble thing, as its ideal is base or exalted. We could, perhaps, have given you an introduction to some pure and noble characters of history and romance, so that your ideals would have been elevated and your love would have become the most glorious fact of your life next to your hope of heaven. If you know nothing about the analysis of character, be comforted that you know the fact demonstrated by John Kepler, that the radius vector passes over equal areas in equal times.

"In a word, in the world you will live two lives, — a material and outward life, and a dream-life. Of these, the latter is vastly the more important, and we might have done something towards filling your life with beautiful dreams by presenting to your mind some of the noblest ideals. In lieu of this, be cheered by the reflection, that you know the atomic theory, that you have learned how long to stop at a period, and that at particular junctures you can determine whether to turn your voice up or down."

"To Newton and to Newton's dog Diamond," said Carlyle, "what a different pair of universes"! Why different? They sat in the same room and regarded the world through the same window. Very probably the focal power of the eyes of both was the same; but one looked with a mind that had no constructive power; the other gazed out in the exercise of a mighty power, trained to an intensity and energy of action so great that the world still wonders, — a philosophic imagination!

W. G. Sperry.

AN EXPERIMENT.

NATURAL history finds no place in the curriculum of study in our schools (in P.), except in the High School, in the subject of botany. The High School teachers are not specially scientific in their tastes, and natural history furnishes to none of them the attractiveness or congeniality that literature or mathematics would afford.

Yet, moved by many motives which space forbids mentioning, we have organized a Society of Natural History. It is a voluntary organization. It has its by-laws, drawn up by a committee of members, crude but satisfactory. It admits anybody, in school or out, who will pay ten cents and sign its rules. Its object is, primarily, to collect and preserve specimens of all the plants in the limits of the town. But secondarily, exercise and pleasure are its objects. The observation and collection of minerals, insects, etc., furnishes a further attraction.

It has a president, vice-president, treasurer, two recording and one corresponding secretary, an executive committee, a cabinet committee, and a librarian; and thus far all except the librarian have had employment. It requires an excursion every Wednesday afternoon, for which the executive committee arrange, and in which every member must unite or present some specimen of real value to the cabinet or pay a small fine. It keeps a careful record of all its doings and excursions, and means to get help wherever it can.

It has not yet attracted many persons of mature years to its ranks, but it has called in members from outside the school, and its influence is just beginning.

All will recognize the difficulties attending such a society, but the result is worth the care. We hire a large team, or use the horse or steam cars, or go on foot, to reach our fields of work. We take bottles, knives, baskets, a hammer, and other implements for collection, botany cases if convenient, a book for pressing, or whatever can be easily obtained, — to be carried by different members, or by each member; rubbers and old clothes for all.

We laugh and talk, and hammer stone walls, and dig roots and search meadows; we climb hills, struggle through brambles, and find rich reward for our search. We hunt for crabs on the beach and chase butterflies in the field, and drink fresh water from the springs. In short, we have a good time, *and* study natural history. We carry text-books sometimes, we read in the library at others; what one learns is common property. If the afternoon of Wednesday is rainy, we spend it in the school-room examining and studying specimens. The town gives us a cabinet, and the scientific society in the neighboring city loans us a box of representative insects and other specimens of interest.

The society has collected but little except in botany. But everything is fish that comes to our nets. We have several crabs in alcohol, star-fish, sand-skippers, a lizard, a frog, shells and sea-weeds, butterflies and insects, minerals, and some last year's birds' nests,—we are too pitiful to take the new ones. The cabinet has had some gifts of minerals and curiosities, and it asks and expects more.

Its members get tired and do not feel like listening to lectures after their long tramp, but they hear patiently a few words from their president, and ask and answer many questions. But they have rosy cheeks and broadening chests, and they know there is a world to observe, more clearly than they have ever known it before. They all like it; and, although not so scientifically inclined as born naturalists would be, answer, we think, every reasonable expectation. If they will learn to observe, compare, and classify, we think it may help them to buy sugar and cotton cloth, coffee and ribbons, when they become merchants; and likewise to keep these things in order. And who knows but that one of our uneasy boys or meek and gentle girls may find a life path open from among the hills of our excursions?

We could write much more of what we have seen and what we see ahead; of what we have done and what we intend to do. We have not tried to make the whole operation clear in these pages, but to us our experiment looks like a success. We do not think it more particularly suited for trial in High than in Grammar, or even Primary Schools. And we are very sure that in the latter something of the sort might be an invigorating

auxiliary to the *study* of the *alphabet*, which is the alternate horror with folded arms and stiffened necks, in so many of our Primary Schools. B. G.

NATURAL AND ARTIFICIAL METHODS IN EDUCATION.

EDUCATION is made up of three grand divisions. First, *Instruction*, or knowledge communicated to the intellect. Second, *Training*, or exercise of the faculties. Third, *Development*, or education in its special meaning, — the unfolding of the whole nature of man.

Does not an examination of the facts show that our methods of education as yet have not reached the point at which they aim? They do not constitute an art. Education will become an art when a person of average capacity shall be able to teach all scholars of average capacity, so that at the end of their course they shall really *know* the thing taught in that course. How can this be done? I answer, by *following the method of nature* in teaching. How does the dear mother do all her difficult work so thoroughly? What is her method?

First, She mixes nine parts of pleasure and one of pain, nine of hope and one of fear, in her system. We do just the opposite in ours. We imagine the child is not studying if it is having a good time. In nature's school, it is only studying *when* it is happy; it only works when it is at play. See the little child at play, or perhaps at what its mother calls mischief, — it is trying to make its shoe swim in a basin of water. Stop, mamma! don't scold; it is learning a lesson in hydrostatics. What! it has broken the window with its ball, and stands abashed at that mystery of broken glass. Well, it was becoming acquainted with the nature of an elastic body, and by accident has learned what is cohesive and what frangible. It is digging in the mud; you call it play, but you never worked half as hard in what you call your study; that is, you never put your faculties into anything with such intensity and concentration as that child is now doing. He is learning the properties of matter. To be sure, he does not

learn all the fine words that designate these properties, but he learns the *things* with delight in nature's school. By and by in ours he shall learn their *names* with disgust and difficulty.

Observe, that nature trains while she teaches; she disciplines the powers while she imparts information to the intellect. We are too analytic; we teach only the memory. Her synthetic method has great advantages over our analytic one. It is more vital, lively, interesting. It brings the pupil into contact with a living and real world of substance, — not a dead world of words.

Happy child! the roof of whose school-room is the blue heaven, with its drifting clouds and mellow tints of sunrise, and glories of evening; whose bench is the soft grass, the gray stone, the limb of the apple-tree; whose books are all illustrated with moving, living forms, waving trees, dewy leaves, wild flowers, all varieties of birds and insects and fishes and animals. How fast he learns! finding "tongues in trees, books in the running brooks, sermons in stones, and good in everything."

"Well," but you may say, "what are we going to do about it? Shall we shut up our schools, and send the children out into the fields to run about at random?" No! but patiently study the methods of nature and copy her principles, instead of going in direct opposition to them. Don't drive the children by force or fear; lead them by the attraction of joy. "Ah!" but you say, "children must learn application, — must learn to work. They cannot always find study pleasant; it must be unpleasant often, and so it is a discipline."

This is the old mistake of thinking that *hard* work must necessarily be *unpleasant* work. I do not propose that boys and girls should spend their time in play; but I propose to use the principle involved in play in acquiring knowledge. The principle I contend for is sometimes introduced into schools, but only occasionally, and as though it ought not to be often permitted, — as if it was all wrong, I suppose, because it was interesting; because it was like play. In short, it was a natural mode of study, and so not to be tolerated. Perhaps the dreadful principle of emulation was encouraged by it.

I am free to confess myself such a heretic to modern notions as to believe fully in emulation, as applied in teaching. We *do*

apply it; we can't help applying it. The question only is, *how?* The difference, in my opinion, between the use and abuse of this faculty is in making the prize of excellence merely transient, and not permanent. Let the reward of excellence be the natural reward, the momentary sense and recognition that one *has* excelled. Do not offer prizes, which are to remain and feed vanity. Do not have *marks* for every exercise, to be added up each day and kept from month to month, to determine who is to have the highest rank at the end of the year. Such things make children unnaturally and precociously attentive to their own interests, — make them selfish and mercenary; but let the reward be momentary, as when boys choose sides and play ball, and exert themselves for victory, as if the success of their life depended on it. But the game once over, there is an end. They will have forgotten to-morrow which side won.

I utterly abhor the system followed in some colleges, where everything goes to rank, — where recitations, behavior, presence at prayers, all are laid up for the final decision at the end of four years, and so some of the gentle youth are made unnaturally calculating, cautious, prudent, and are devoured by an envious and grasping ambition, — and others are equally made reckless and become discouraged. There is, however, a serious objection to this natural method which ought to be met.

"You propose to us," says one, "to make all study agreeable, to make education as interesting to children as play. You cannot do so, and you ought not to do so. Part of education is the discipline of self-denial, — it is denial of present pleasure for future good, — it is doing disagreeable things cheerfully, — it is doing not only hard work, but unpleasant work. There are a great many unpleasant labors before children in the world, for which they ought to be prepared; and for which they will not be prepared if they are taught in youth on the principle that all study must be like play." That is the objection, stated as strongly as I know how to state it.

I reply, however, that if there is a great deal to be done by children which is unpleasant, I do not expect to make *that* agreeable. Not that which *cannot* be made interesting, but that which *can* I try to make so.

If, however, you think that some good discipline comes to a child by having that study made stupid and hateful, which might be made attractive and pleasant, I differ from you. God, also, differs from you, I am inclined to think; He does not seem to think that the proper outfit for a life of pain is pain, — He has thought joy the best preparation for it. A joyful childhood is the best preparation for an earnest manhood.

Play does not exclude discipline, but usually includes it. Nor does play exclude drudgery. When you go home to-day, you will perhaps find your boy hard at work, whittling a stick into shape for a fishing-pole. He has been at it for an hour or two, and hard work it has been; but he has persevered bravely, so that he may be ready to go fishing to-morrow. So, you see, that if we make study partake of the interest of play, we shall not exclude hard work, nor drudgery, nor discipline, nor self-denial. As to self-denial, observe the young men of a boat-crew training for a match.

They are studiously temperate or abstinent; they flee all college excesses; they renounce coffee, tobacco, wine, cake, and pastry; they go early to bed at regular hours; and, in short, lead the lives of anchorites. All of their own accord, for an end, — to win a temporal crown. Make study as interesting, make knowledge as attractive, and you will obtain like results.

If, now, we pass from Instruction to Training, it is surprising how few of the faculties have hitherto received any discipline. Verbal memory has been cultivated; the power of calculation also; but the perceptive organs have been much neglected. Nature's method will correct this.

How good it is when the teacher gives lessons in the open air, — taking a walk with his class; guiding their minds, helping them to look, teaching them how to observe nature, and giving them that vital interest which comes from contact with things themselves, instead of with their names in books.

The child who has found a group of harebells or a beautiful orchid never forgets them.

The class which has seen Jupiter and his moons through the telescope, or which has studied out the constellations by its teacher's side during a summer's evening, has acquired a taste for knowledge which the dead letters in books can never give.

But the highest object of education is development; drawing out and unfolding the whole nature, physical, intellectual, moral, and spiritual. All things else come easily when the soul of man is well developed.

An intelligent mind will learn everything easily, judge everything correctly. Develop the intelligence, arouse and quicken the understanding, O teacher! and you have done the main work. In like manner awaken the moral nature, by the love of what is noble, generous, great, pure, and moral conduct follows easily.

Mere teaching cannot convey a sentiment. It is experience which awakens it.

Until we see the loveliness of God, we cannot love Him. So the good teacher, who paints in colors drawn from real life all that is good and true and fair, is awakening faculties, by which the children shall be enabled, having loved men whom they have seen, finally to love God whom they have not seen.

So education shall at last become a high art, based on a true science of human nature. Then the true teacher shall be found to be one of the noblest benefactors of his race, — the best follower of Him who asked that little children might come to Him.

JAMES FREEMAN CLARKE.

CHIPS.

1. I TOOK up school-keeping lightly, and with too much self-confidence (and, also, because I needed the money). Anybody would do for the small ones, they said. How can they think so? A sense of incapacity weighs upon me more and more each day of school-life. When one of these little children looks up into my face in such an innocent, confiding way, I feel, as it were, very close to its soul, — it really seems as if you could see the soul of a little child through its eyes, — and I think, O, you precious immortal, how shall such a bungler as I dare to try my skill on you? It is a very solemn thing to help in giving even one young life its first direction. Every impression tells. Think of that! Every

look, every word, every action? Anybody will do for the small ones? Instead of anybody, read nobody. It needs a seraph. I believe that the wisest and best, and most angelic, and most beautiful-looking persons in the land ought to be picked out and educated into teachers for the little children. And they ought to be ordained and set apart for their calling, and consider it a sacred one.

Why, I find that even to teach young scholars like mine, a person should possess every one of the Christian virtues, and know something of every branch of knowledge under the sun! My ignorance encompasseth me like a wall, and I am brought up square against it constantly. I need to be acquainted with botany, astronomy, geology, theology, physiology, the habits of every living creature, the science of education, — especially of *heart*-education, — and the history of all noble lives. — *"Lucy Maria," in Mrs. Diaz's Hearth and Home Serial.*

2. "Don't keep 'em too tight! When the tea-kettle biles too hard, my woman has to take the cover off. 'T won't do to press it down, — it's agin natur, you see." — *Deacon Ramsdill, in Judd's "Margaret."*

3. "Encouragement to good should altogether predominate over warning and fault-finding. Above all things, an invariable rule in moral education is, not to throw a child upon self-defence. The movement towards defending one's self and making excuses, is worse than almost any act of overt wrong." — *Elizabeth P. Peabody.*

4. "If a boy at the end of his school-days has learned how to study, if he has acquired mental, moral, and physical self-control, his career is a success, no matter how many or how few *things* he knows. Of all the knowledge learned, he may have forgotten the greater part; but the wisdom which that learning brought him is his inalienable estate. You must be content to lodge the seed; for April rain and May sunshine are necessary to bring it to perfect fruitage. You may drive the nail, but time alone can clinch it." — *Gail Hamilton.*

5. The first thing to be aimed at in language is, that it shall be clearly understood.

It is not necessary to go out of one's own language to teach etymology. I take such words as *funny*, *kindly*, *sweetly*, and ask from what words these are derived.

"What does *agreeable* mean?" "Something we like," said a little boy, one day in summer, to this question.

"Does every one like the same things?" — "No." — "Then something may be agreeable to you that is not so to me." — "Yes." — "Can you now think what the word is made from?"

They could not tell.

"A thing agrees with something in me that does not agree with something in you; perhaps I do not like the perfume of a narcissus. It does not agree with my sense of smell, but it agrees with some people's sense of smell."

They were pleased with this, and saw that *agree* was the word.

Such lessons as these I am teased for continually. — *Mrs. Horace Mann.*

(If such lessons were more common, the High Schools would suffer less because pupils cannot comprehend the language of text-books. — Ed.)

DECLAMATION.

This is our latest method. The reading-book is opened to some speech, — by Webster, for example.

The first two or three paragraphs are assigned to a good speaker; the remainder of the piece is given out in portions of quite moderate length to other boys of varying power. Other pieces are thus assigned to the remainder of the boys, to be studied three weeks, more or less: 1, to commit their portion; 2, to read carefully a number of times the *whole* piece; 3, to study the life of the author; and 4, to learn the circumstances attending the original delivery of the oration. (Attention is called to the duty of reviewing the piece, now and then during the succeeding interval, in order that forgetfulness may not be an excuse.)

We devote about two hours of Wednesday to general exercises. At the appointed time, each boy is called to the desk, or sent to the assistant to repeat his lines, give an account of the author and the circumstances, etc. If not perfect, he is called daily till his task is learned. At the close of this private exercise, — if at the beginning of a term, — we give instruction on the following points: —

1. Coming to, and leaving the platform.
2. Bowing.
3. Position of body, hands, and feet.
4. Management of the eyes and head.
5. A few simple forms of hand movement.

We give this general instruction to all, exemplifying correctness and errors. We talk about each piece a few minutes, — perhaps reading passages from some, and giving a few hints, not so many as to encumber the memory, — and assign another week for further study, saying, perhaps: "Boys, you now have the words; you know the author and the circumstances of his oration; the next thing is to study the spirit. After bowing, you are to represent Webster. Let us see, now, how closely you can copy what you think would have been his manner on this occasion. Of course you cannot copy that of which you have no idea. Your work for this week, when you are walking in the street, or after you wake in the morning, or when you are at leisure, is to think of the sentiment and get at the spirit of this piece."

In a week we call upon the boys to speak. Having assigned the opening paragraphs to a good speaker, we have a good model for the rest to follow. We try to make it, as it were, a class exercise, without breaking in upon the harmony of feeling, which is quite as necessary here as in any exercise we know, — 1, by praising, if possible. "Your opening was good." "I think Webster would have given it thus." 2, by criticism, — suggestive rather than fault-finding, — "Do you think his idea was this, or that?" "He must have had in mind such and such thoughts." 3, by doing it for them to a limited extent. 4, and, particularly, by showing how Webster's mind ruled his body, and his thoughts and power were evident in his eyes, and head, and HANDS.

The succeeding boys try hard to come up to the standard of the first.

We cannot get through all the pieces in the time. We assign the remainder to the next week, and then finish in the same manner, suggesting and assisting. We now give one week more for study, calling attention occasionally to the work, and at the end of the sixth week from the beginning we have a public day, inviting parents and friends; or we go through the pieces without special comment, expecting an improved and finished delivery, and then assign a new piece for three weeks from that time.

This makes two pieces in a term of twelve weeks. It is enough in the press of other duties. B. G.

THE STUDY OF ENGLISH LITERATURE.—"What a study may Shakespeare alone be made by any one who will devote his mind to him reverently and carefully! From the Passionate Pilgrim and the Sonnets, to Lear and Hamlet and Antony and Cleopatra, the observation of the variety and advance, in a style always admirable, up to the splendor and consummate beauty exhibited in the later plays, is alone a study for a life. A munificent and accomplished nobleman, Lord Charles Russell, has, by the wise liberality which dictated the foundation of his Shakespeare medal at Harrow, secured that at least at one great English public school the boys may be stimulated in youth to an exact and scholar-like acquaintance with the poet whom age will show them to be the greatest in the world. But Chaucer and Ben Jonson, Milton and Spenser, Pope and Gray, Burns and Wordsworth, are all worthy of, and will all repay the closest, most accurate and long-continued study. Possibly the list might be increased — it ought to be, by the addition of at least as many names from the writers of English prose. At present English scholarship is in its infancy, but I hope to see the day when it will be greatly developed, for I am sure its development will be widely and purely beneficial." — *Sir John Duke Coleridge.*

THE STUDY OF LANGUAGES. — "That the mother-tongue ought to be studied thoroughly, not only in the ready power of written and spoken expression, but, as far as may be, in the way of philosophical anatomy and literary history is indispensable; but no foreign language, whether ancient or modern, living or dead, forms, under all circumstances, an essential and imperative branch of a good education. The convenience or utility, and in certain cases the necessity, of acquiring a foreign tongue arises out of purely accidental circumstances. Some of the greatest nations, and many of the most distinguished men, have used no language but that which they drew in with their mothers' milk. The Greeks were great travellers; but one never gets a hint that they knew or seriously studied any language but their own."—*Prof. Blackie (Prof. of Greek in the University of Edinburgh).*

Resident Editor's Department.

NATURE.

"To read and write," says Dogberry, "comes by nature." I can't say that I agree with the "learned justicer" entirely, though I recollect being told by a young lady, whose pupils did n't read very well, that she had no *natural* readers; and, if they were not so, it was impossible to make them read well. I said to her, that it might be so for aught I knew; but I was puzzled to account for that strange "dispensation of Providence" by which all the *natural* readers were put in the next district, and none in hers.

But this profound utterance of Dogberry, which the young lady either got from him, or inferred from her own experience, does contain an element of truth which is frequently overlooked by teachers. Nature does more for some than for others, and it does a *great deal* for all, if we work in accordance with its dictates. We often seek to hasten its processes, and wish to gather the ripened fruit when we have but just sown the seed. It must have time for growth, and opportunities for exposure to other influences. Teachers are too apt, after making their pupils familiar with a principle, — in arithmetic or grammar, for example, — to test their knowledge of it by putting it into some difficult problem which is above their comprehension. They fail, of course, to solve it; and it is inferred that the *principle* was not understood. Many of the failures in arithmetic are due, not to ignorance of methods of arithmetical computation, but to the fact that the pupil is unable to understand the conditions. Illustrate the principle in a great number of easy examples, and trust to *nature* — to growth and development — for the power to apply it in more difficult problems. The same principle, by which he solves the simple problems of childhood, will, when he becomes a man, be readily applied to more complex conditions, without further aid.

We give another instalment, in this number, of the doings of the Massachusetts Classical Teachers' Association. The report is much fuller than we had anticipated; but as the remarks of the several speakers have been mostly written out by themselves, we are sure we could not fill our pages with more interesting matter. The report, in fact, is a series of short articles on some of the most practical questions

of the day, by the best educators in our High Schools and colleges. There seems, also, a special reason for circulating the doings of this Association, since they are not in the habit, like the American Institute of Instruction, and the National Teachers' Association, of issuing a report of their doings in a book form.

MR. NATHANIEL HILLS, OF LYNN.

I see no necessity for any radical change in our High School course of instruction to meet the especial wants of girls.

A good systematic, progressive course is what is needed for both sexes. There are two objects to be aimed at in planning a curriculum for our schools: 1st. Mental discipline; 2d. The acquisition of knowledge. Whatever course will best secure these two objects will be the most desirable.

In the school with which for several years I have been connected, there has been no special course for the girls. Both sexes are in the same classes. If the boys study mathematics, so do the girls. Young ladies have been in the classes with the boys in trigonometry and surveying, and have had the same practical exercises with the quadrant and surveyor's compass in the field, and have always succeeded well. French is required, and boys study the same amount as the girls. We, in Lynn, never have many who choose Greek. But of the sixteen now in that study, eight (8) are girls. Of the four young ladies just alluded to, now in the College at Middletown, one at least was educated with the master of the High School at Haverhill. Therefore I see no need of any particular course for girls, but believe that what in our schools is good for boys, is equally good for girls.

Messrs. Perkins of Lawrence, and Reed of New Bedford, also participated in the debate.

At 3.45 the question, "Is it expedient to enlarge the range of requirements for admission to College?" was taken up.

MR. L. R. WILLISTON, OF CAMBRIDGE,

After giving a history of the requirements for Harvard College since its foundation, remarked that in the range of studies required there had been very little change from the earliest time, when the college was only the nursery of the church. Now its aim is to teach all knowledge. He combated the idea that the end of a course of study is mere mental discipline. It was rather knowledge itself, and the lessons of truth involved in it. A course of study should therefore expand as the realm of knowledge expands, and the preparatory course should be proportioned and suited to what comes after. The colleges, at least it is true of Harvard College, have been gradually changing their courses of study, admitting more and more new branches, and endeavoring in some degree to keep pace with the progress of knowledge in all departments. They have become crowded, because they are obliged to teach the alphabet of science as well as its latest results. It has become necessary for the sake of relief, therefore, to place a larger portion of this elementary teaching in the preparatory course. It is Nature's method of education, to

teach in childhood many things at once. The elements of all knowledge should be carried on side by side. A natural course of education is broadest at the beginning, and narrows only when special tastes are developed. In a German gymnasium a boy of fifteen has lessons every week in Latin, Greek, French, German, English, Arithmetic, Algebra, Geometry, History, Religion, Geography, Botany, Physics, Drawing, Singing, and Gymnastics. Besides, one branch sheds light upon others, and a boy will find it easier to learn several related branches of knowledge side by side, than at long intervals apart. Furthermore, by the present system a boy who has given years of exclusive attention to the required studies of Latin, Greek, and Mathematics, has his observing faculties so untrained, is so ignorant of the common phenomena of Nature, that he is unfitted to pursue with advantage in college those sciences which depend upon observation. He then is taught the laws of phenomena which he has never observed, but which his college instruction presupposes some acquaintance with. Without a proper basis, therefore, he loses a great part of the benefit of his instruction. The present preparatory course of study is defective also on the side of language, in that it fails to require some systematic study of the English language, in its history, relations, formations, and etymological meaning, and still more in its literature. The value of the study of the ancient tongues is chiefly linguistic, not literary. Only so far as they help to explain and illustrate our own tongue can their retention be justified. The French, too, should come in with the Latin, as the historical link connecting it with the English.

English and American history should also be required. The college should not be obliged to lower its teaching in this department to the needs of those who are utterly ignorant of its simplest outline.

The studies, therefore, which the writer advocated placing in the preparatory course in addition to the present, were the *elements* of those natural sciences with the phenomena of which a boy's observation should be most familiar, as Physics, — omitting Sound, Light, and Electricity, — Astronomy, Botany, English, French, and English and American History.

As to the additional time required for this enlarged course, Mr. W. expressed the belief that time must be gained in better methods and greater economy in early education. A wise method must run through the whole education of a boy from beginning to end. He should be ready for the High School at twelve or thirteen. The High School course would require five years, in which — allowing three lessons daily — Latin would extend throughout the course; Greek and French occupy three years each; Mathematics, two years, Science one, and English and History one. In addition there should be frequent exercises in reading, memorizing prose or verse, composition, and drawing. Such a course is not as severe as is required in the German schools, and it is believed not too much to expect even in America. The College must move before the lower schools. They will accommodate themselves to whatever standard it sets.

This matter of requirements for admission to College is one of great practical moment to teachers of High Schools. The law requires us to prepare boys for College, subjecting us to any demand whatever that may be made

upon that side, while the School Committees, on the other, may require of us any amount of work which belongs more properly to the Grammar Schools; and all to be done within the four years. We are between the upper and nether millstones.

It seems to me that the State should see to it that its requirements can be accomplished, and that it should exercise some supervision over courses of study, from the Primary School to the College.

The "second" preparatory course for Harvard has made a great stride in the subject of mathematics, but I think should have demanded something substantial in the English language and literature.

MR. WILLIAM G. NOWELL, OF MALDEN,

Said that he would not only exclude arithmetic from High School, but put some algebra and elements of geometry into Grammar Schools, that scholars in that grade may have mathematics in a somewhat abstract form. It is desirable that these branches be taken side by side with practical arithmetic, and he would accomplish that result in this way. The time is not most profitably put to account in the grammar grade. He urged the introduction of botany there two or three years below the High School, and of crystallography in connection with geometry and drawing; and deemed it a serious flaw in courses of study that did not train boys fitting for college in studies suited to develop their perception of form and other characteristics of outward nature, and acquaint them, by means of the better classified sciences, with her laws. He would welcome such additions to present preparatory courses as would supply the deficiency. Yet after making the grammar grade truly introductory to the High School, if the requirements for college admission were to be increased, as it ought, by these scientific studies, by French and, possibly, by German, the only way out from between pressure above and below was through extension of High School courses to five years. Extension is desirable on other accounts.

(Subsequently — after Mr. Williston's statements as to practicableness of proposed increase):—He thought a plan of enlarged requirements practicable, and cited in evidence two boys sent to college, who filled the bill presented by Mr. Higginson, in an essay on An Old Latin Text Book, and who entered before sixteen years of age; one, now sophomore, holding the head of his class thus far. Girls also are capable of as much work, if they live healthily, and their work is rightly divided; he illustrated by two who at fourteen were in Greek Lessons, had done Chemistry, and were studying also Trigonometry, Latin, and French. If there can be the requisite number of teachers in High Schools, boys and girls can accomplish the additional work proposed.

Mr. Perkins of Lawrence remarked that it was not uncommon in his school for pupils to complete the required course and graduate at sixteen, and that the requirements for admission to college might be increased.

MR. A. E. GIBBS, OF WESTFIELD,

Said that the average boy of sixteen was not old enough to possess the necessary mental caliber to understand and appreciate the work which he ought

to perform before he leaves the High School, nor is he sufficiently mature either mentally or physically to enter upon his collegiate studies with the power of study and comprehension, which will enable him to obtain the greatest possible good from his connection with the college. We in Western Massachusetts consider a boy young enough if he is ready to enter college at eighteen. The opinion of the community sustains us in arranging our school course so as to retain boys until that age. A trustee of Amherst College, having a son in the Westfield High School, who was likely to complete the school course at seventeen, took him out of school and sent him to Germany for a year, saying that he did not wish his son to enter college before he was eighteen years of age.

At 9½ A. M., Saturday, the Association again assembled and was called to order by the President. The Committee on nominations reported for election as officers for the ensuing year, the following: President, A. C. Perkins, of Somerville; Vice-Presidents, Charles Hammond, of Monson, M. C. Stebbins, of Springfield, A. H. Davis, of Worcester, J. C. Parsons, of Waltham; Treasurer and Recording Secretary, W. F. Bradbury, of Cambridge; Corresponding Secretary, T. H. Kimpton, of Chicopee. These gentlemen were subsequently elected by ballot. The Treasurer's report was accepted, and placed on file.

MR. M. C. STEBBINS, OF SPRINGFIELD,

Then read a paper on "Optional Studies in High Schools." He remarked that in the arrangement of courses of study, there are two things to be considered. First: The majority of the pupils in our High Schools do not pursue any course of study beyond these schools. Second: Of those who continue their systematic education, by far the larger portion take a collegiate or normal course; a few enter the Technical or Scientific schools. So far as the latter are concerned, the requirements for admission to college, or to the other institutions, substantially settle their course of preparatory study. As the courses of study in the Scientific and Technical Schools are *special*, the preparatory course should, as far as possible, be broad and general, and little or no option should be left to the pupil in the choice of his studies. For those pupils, who, rather late in their course, decide to fit themselves for higher courses of study, every facility possible should be given to select studies suited to their purpose. But most parents and children have inadequate and false ideas of the nature and objects of education as contemplated by the public school system. They assume that it is the province of the school to fit the pupil for some *special* business. They leave out of view the relation of the development and culture of the pupil to the well-being of society, — the fundamental idea, — that upon which rests the right to appropriate a portion of every man's property, without asking his leave, to the maintenance of schools open to every child in the community. And again, many pupils, if allowed to choose, would make their election of studies for insufficient reasons, such as dislike to a particular study, or their ideas of its utility, or their own unwillingness to put forth vigorous mental effort. For such there is nothing better than a *fixed* course of study.

Then, again, there is danger, if much option is allowed, that instability will be practically encouraged. A great many students spend their school and collegiate days in *flopping around* from one thing to another, and after graduating, keep at their old business all the rest of their days. Another difficulty in allowing too much license in optional studies, is that it necessitates a multiplication of teachers, and thus produces a tendency to the employment of *cheaper*, and therefore *poorer* teachers, or of a subdivision of time and labor of the teachers. This would reduce the public school to the grade of the majority of private schools.

In no other way have our public schools gained so much as by the system of classification, and the adoption of definite courses of study. To a certain class of scholars, however, and to many parents, it seems quite desirable that there should be some range of selection of studies. A judicious regard for this desire would conciliate a measure of good will, and allure some into the public schools who would otherwise be kept aloof. Therefore, in those High Schools where students are fitted for college, there should be two well-defined courses of study, an English and a classical, and perfect liberty of choice between these two on the part of the pupil. Practically, there would be little difficulty in allowing a third course made up of selections from these two. Special elective studies might be assigned to different years, which might also be taken as additional by the more capable scholars. If, in addition, the promotion of pupils is encouraged by allowing them to take studies in advance, about all will be done in the way of accommodation that is possible without the sacrifice of efficiency.

This latitude, however, is simply a concession to a public opinion that seems excessively utilitarian. An effort should be made to keep the pupils to the more progressive and broader courses. The place of a study in the course is of great practical importance. For example, if book-keeping is put into the first year, the result will be that many boys who come from the Grammar Schools, with the notion that a little knowledge of this art is all that is wanting to complete a business education, will find the conditions favorable to confirm their impressions, and will hasten to the end of their studies and go out to seek a fortune; but if this branch is put into the third year, there will be some chance that more sensible views will be gained, that a love for study and a desire to be something better than a money-getter will have taken root.

Definite and well arranged courses are essential to the highest efficiency of our schools, and have a vital relation to the greatest good of the pupils; while the introduction of optional studies should be regarded as a supplementary provision, attended with dangers, and therefore to be constantly and wisely guarded.

MR. M. G. DANIELL, OF THE ROXBURY LATIN SCHOOL,

Said that few scholars of the High School age are capable of judging for themselves as to what studies they ought to pursue, and, when an option is presented to them, their decision, more likely than not, is made on some momentary impulse or passing fancy. Many will select this or that study because some intimate friend is going to take it, or because it promises to be easy, or

for any other trivial reason. The choice may be a wise one or a foolish one, but in either case it is accidentally so. It is certainly one serious objection to the elective system in colleges that the average student may not know what is really best for him. The objection, if valid, applies with still greater force to High Schools, where pupils have less maturity and experience to aid their judgment. Parents may decide more judiciously, but in general, I think, the choice is virtually left to the children or to the teacher.

School committees and teachers must be presumed to know the results of the best thought and discussion on the subject of education, and to them it belongs, and should belong, to lay out the scheme of High School study so as best to meet the wants of the mass of pupils. When the course is thus laid down, let it be rigidly adhered to.

There is a great deal of opposition to Latin as a required study in High Schools. The outcry against classical study has left people more in doubt than they used to be as to the utility of Latin. Pupils should be encouraged by all means to study Latin; if for no other reason, at least because of the greater command it gives them over their native tongue. The value of translation from Latin in this one particular was amply shown in yesterday's discussion. The disciplinary value of Latin is shown by the testimony of many men whose sole interest lies with purely technical education. President Runkle of the Massachusetts Institute of Technology once said that he should be glad if Latin could be made a requisite for admission to that institution. President Thompson of the Worcester Industrial School said substantially the same thing to me yesterday. Both these gentlemen bear emphatic testimony to the fact that boys who come to them after having had some training in Latin are greatly superior to those whose previous training has been wholly in English studies. Let us hope that the day is far distant when Latin shall be banished from the High School. Better would it be if it could be made a required study in a certain portion of every High School course.

MR. PARSONS, OF WALTHAM,

Spoke briefly of the importance of the question, at what stage of our school education the necessary foundations of learning should be considered as established, and freedom be allowed for individual development. As the custom is, we have no alternative. So many branches are included in our High School courses, that option must be allowed.

MR. R. F. LEIGHTON, OF MELROSE.

Although I agree mainly with the suggestions offered, and the paper, and should certainly desire to have the course of study fixed for the first year at least, and have Latin compulsory, yet after that time I would leave much to the choice of the pupil, believing that mental discipline and stability can be as well attained when the pupil is working on subjects congenial to him, as by compelling him to pursue a course of study which he dislikes, and which, perhaps, he is not naturally fitted to pursue.

I would endeavor in every way to awaken an interest in study as the beginning of all true culture, but would strive to do this, at the outset, by teach-

ing the pupil those branches which he will be likely to need in the ordinary duties of life. For this reason I would have book-keeping come early in the course. It furnishes an excellent means of reviewing arithmetic, and gives the pupil an opportunity to become acquainted with the common business forms, and much other information, which he might never acquire if this study came later in the course.

MR. F. A. HILL, OF CHELSEA.

There are already two gateways for admission to Harvard, and there will doubtless be more erelong. This fact encourages as many preparatory courses in our High Schools. Option in college means option in the High School.

MR. A. E. GIBBS, OF WESTFIELD.

I do not think our boys and girls are capable of making a wise choice in reference to the studies which they will pursue. They are governed largely by their real or conceived likes and dislikes, and hence are just as likely to choose those studies which are entirely above their comprehension as those fitted to their capacity. In fact, the chief labor of a High School principal consists in the necessity which he is under of restraining his pupils from just such unwise choices as I have alluded to. Nor do they understand, or even know, what their tastes are. I have a young lady who entered upon the study of Latin with the utmost reluctance, who finally yielded to my advice, although dissuaded from doing so by both her father and mother. After nearly two years of study of Latin and Greek, she has become one of the most earnest and enthusiastic students of the classics that we ever had. Nothing happening to prevent, she will graduate from the school the last of June, well fitted in both Latin and Greek to enter college. She must attribute her present love of the classics, and through them her general literary taste, solely to the fact that she was not allowed to make choice of what studies she would pursue. I might add that hers is not an isolated case.

At 10 o'clock, the sixth topic, "Should German be substituted for Greek, as a requirement for admission to college?" was taken up.

W. C. COLLAR, OF THE ROXBURY LATIN SCHOOL.

It should be borne in mind that the question whether it is expedient that Greek should be made optional in the college entrance examination does not involve the question of the value of classical education. Neither does it involve the question of the continuance of classical education. We should have no right to assume that, if German, for instance, were allowed as a substitute for Greek, all candidates for admission to college would choose to prepare themselves in German, nor that the study of Greek would be abandoned in college. And even if Greek were given up altogether, it is by no means to be inferred that Latin also would be discarded. There may be excellent reasons why we should retain one of these languages in our schemes of higher education, that could not be urged in favor of both.

The argument in support of Greek rests in the main upon these three propositions: —

The study of Greek is valuable for mental discipline. A knowledge of Greek is of great practical utility. An acquaintance with Greek literature is an invaluable intellectual possession.

The first and last of these propositions may be admitted without qualification, and the second cannot be wholly denied.

But in reference to the first it must be said that nearly all who study Greek first study Latin; and the question at once arises whether by adding Greek a more various and comprehensive discipline is gained. This question must be answered in the negative. It is manifest that the method of learning the two languages is the same. The same faculties of the mind are exercised; they are exercised in the same way, in the same order, and to the same degree.

Moreover, the concurrent study of the two languages makes it impossible to study either profoundly, and so hinders rather than helps in the discipline of the mind.

The practical utility of a knowledge of Greek is greatly overestimated. Less than five per cent of English words come directly from Greek, and no small part of these are familiar words; while a very thorough knowledge of Greek affords but slight assistance in recognizing the meaning of scientific terms.

It can hardly be maintained that Greek is indispensable for physicians, seeing that but a small per cent of them know anything of Latin; nor for the clergy, if, as the Rev. Henry Ward Beecher asserts, the function of the ministry is the saving of souls.

For the comparative philologist, and for a small class of teachers, undoubtedly a knowledge of Greek is not only desirable, but absolutely a *sine qua non.*

No one can doubt the value of a familiarity with Greek literature; but to acquire even a moderate degree of facility in reading Greek would demand such an increase in the amount of time given to Greek at present, as to exclude entirely other important subjects, even if it were attainable at such a sacrifice.

The amount of Greek read in our preparatory and college courses is equivalent to about two small duodecimo volumes of four or five hundred pages each, certainly not a fourth of what is needed to enable one to read a Greek author with ease and pleasure.

If any single modern language were to be substituted for Greek, the claims of German would be indisputable. Its relations to English are tenfold more intimate and important than are those of Greek, and these relations are not confined to the vocabulary merely, but extend also to its grammar.

For the scientific, professional, and literary classes, and indeed for large numbers in all the various spheres of life, German, in this country, is absolutely indispensable.

If German literature is inferior to Greek literature, it offers the great advantage of being accessible to students of moderate ability and industry. But there is danger of exaggerating the inferiority of German literature as compared with Greek. Several of the best German authors have hardly been surpassed in their own spheres, and not a little of the Greek that is commonly read is far from being of the highest order.

[Concluded in our next.]

AMERICAN INSTITUTE OF INSTRUCTION.

THE Forty-fourth Annual Meeting of the American Institute of Instruction will be held in the City Hall, Concord, N. H., on July 8th, 9th, and 10th, 1873.

ORDER OF EXERCISES.

Tuesday, July 8th. — 4.30 P. M. Business Meeting of the Directors at the Eagle Hotel. — 7.30. Opening Exercises, Reports, Appointment of Committees, etc. — 8.00. "Charles Dickens as a Reader;" by Prof. M. T. Brown, of Tufts College.

Wednesday Morning. — 9.00. Business Meeting. — 9.15. "History, and the Study of History in our Schools and Colleges;" by C. L. B. Whitney, A. B., late Graduate Scholar of Harvard University.

Discussion. — 10.15. "The use of Text-books in our Common Schools;" by Prof. Larkin Dunton, principal of Normal School, Boston, Mass.

Discussion. — 11.30 "Disused Expressions in English; their Origin and History;" by R. F. Leighton, A. M., principal of High School, Melrose, Mass.

Wednesday Afternoon. — 2.30. "The place of Natural Science in Education;" by Prof. W. N. Rice, of Wesleyan University.

Discussion. — 4.00. "Teaching the Invisible by means of the Visible;" by Rev. Mark Hopkins, D. D., LL. D., late president of Williams College.

Discussion.

Wednesday Evening. — 7.30. Business Meeting. — 7.45. "The English Language and its Characteristics;" by Prof. E. D. Sanborn, LL. D., of Dartmouth College.

Thursday Morning. — 8.30. Business Meeting, Report of Committee on Nominations, Election of Officers, etc. — 9.00. "The American Common School the National Instructor in Public Virtue;" by Rev. A. D. Mayo, of Springfield, Mass.

Discussion. — 10.30. A Paper by Hon. Amos Hadley, principal of Normal School, Plymouth, N. H.

Discussion.

Thursday Afternoon. — 2.30. "The Hieroglyphic Language of China;" by Chan Laisun, Chinese Commissioner of Education, Springfield, Mass. — 3.30. "Teaching of Natural History in our Public Schools;" by Prof. Sanborn Tenney, of Williams College. — 4.30. Discussion: "The Study of Greek as an Element of Liberal Culture." It is expected that this discussion will be opened by Prof. W. W. Goodwin or Prof. William Everett of Harvard University.

Thursday Evening. — 7.30. Unfinished Business, Report of Committee on Resolutions, and Brief Addresses by Representative Educators from different States. — A special invitation to attend this meeting and participate

in the discussions is extended, not only to all present members of the Institute, but also to all interested in the cause of Education.

Entertainment. — Ladies, members of the Institute, desiring free entertainment, should send in their names to some one of the Local Committee, consisting of the following persons: Rev. Elisha Adams, J. D. Bartley, Miss I. F. Nutter, Miss S. R. Moulton, and Miss C. B. Cottrell.

To Members of the Institute. — The Hotels will furnish accommodations at the following rates: Eagle Hotel at $2.50 per day; Phenix Hotel at $2.00, and the Elm House at $1.50.

Railroad Fares. — Free return tickets will be given to *members* coming over the Boston & Albany R. R., west of Worcester, also over the Boston & Montreal and Maine Central.

Round Trip tickets, at reduced rates, for Concord, can be purchased at Worcester, Portsmouth, Newmarket Junction, Lawrence, Manchester, and at the office of the Boston & Lowell R. R. in Boston.

M. C. STEBBINS. PRESIDENT,
Springfield, Mass.

W. E. EATON, SECRETARY,
Charlestown, Mass.

NATIONAL EDUCATIONAL ASSOCIATION.

STATE HOUSE, NEW HAVEN, CONN.,
June 7th, 1873.

THE Thirteenth Annual Meeting of the National Educational Association will be held in Elmira, New York, on the 5th, 6th, and 7th days of August, 1873. Free return tickets are promised on the Erie and other Railroads centring in Elmira. A cordial invitation to hold the meeting in that city has been received, signed by the Mayor and Aldermen, and sixty-five prominent citizens, including judges, editors, presidents of banks, clergymen, lawyers, and the officers of Elmira College. A warmer welcome was never promised to the Association. No effort will be spared to render this meeting interesting and profitable. A large attendance is anticipated. The morning and evening of each day will be occupied by the General Association, and the afternoon by the four Departments. The exercises will begin at 10 o'clock, Tuesday A. M. After very *brief* introductory exercises, the Association will proceed at once to business. No time can be spared for elocutionary or musical entertainments. To give time for the thorough discussion of the topics presented, the several papers including them should be short, not occupying more than twenty-five or thirty minutes. As an Educational Conference, this meeting should invite a comparison of views by representative men from all parts of the country. To this end the discussions should be a prominent as well as attractive part of the exercises. The need of conden-

sation and brevity is earnestly commended to all who take part in the proceedings.

GENERAL ASSOCIATION. — 1. "Ought the Chinese and Japanese Indemnities to be refunded unconditionally, or devoted to specific Educational purposes?" In the discussion of the question, Mr. Chin Laisun, of Shanghai, will speak of the New Educational Movements of China, and Prof. E. H. House, of the Imperial College of Tokei (Yeddo), on "The Educational Plans of Japan." — 2. "Upper Schools," by Dr. James McCosh, President of the College of New Jersey. Discussion opened by Samuel Fallows, Superintendent of the Schools of Wisconsin. — 3. "How much culture shall be imparted in our free schools?" by Richard Edwards, President of the Normal University of Illinois. Discussion opened by J. P. Wickersham, Superintendent of Schools of Pennsylvania. — 4. "Should American Youth be Educated Abroad?" by M. H. Buckham, President of the University of Vermont. Discussion opened by H. B. Wilson, Superintendent of Schools of Minnesota. — 5. "Education in the Southern States," by Hon. J. C. Gibbs, State Superintendent of Schools, Florida. Discussion opened by E. H. Fairchild, President of Berea College, Kentucky. — 6. "Co-Education of the Sexes," by President White, of Cornell University. — 7. "The Relation of the General Government to Education," by Prof. G. W. Atherton, Rutgers College, N. J. Discussion opened by John Hancock, Supt. of Schools, Cincinnati. — 8. "Educational Features of the Vienna Exposition," by Prof. J. W. Hoyt, of Wisconsin.

NORMAL DEPARTMENT. — A. G. Boyden, Bridgewater, Mass., *President.* — "The Duties and Dangers of Normal Schools." Richard Edwards, President State Normal University, Illinois. — "Elementary and Scientific Knowledge." John W. Dickinson, Principal State Normal School, Westfield, Mass. — "Training Schools — Their place in Normal School work." Miss Delia A. Lathrop, Principal Training School, Cincinnati. — A Paper on "The relative contribution of scholarship and the methods to the power of the teacher," by Henry B. Buckham, Principal State Normal School, Buffalo, N. Y. — The following questions are also presented for discuscussion: — "To what extent and in what ways ought a Normal School to conform its plans to the wants of the region in which it is located?" — "What should the Normal School aim to accomplish in the teaching of Natural Science?"

DEPARTMENT OF HIGHER INSTRUCTION. — J. D. Runkle, Boston, *President.* — 1. "National University;" by Charles W. Eliot, President of Harvard University. — 2. "Study of the Classics;" by Prof. Edward S. Joynes, of the Washington & Lee University, Virginia. — 3. "A Liberal Education for the Nineteenth Century;" by Prof. W. P. Atkinson, of the Institute of Technology, Boston.

DEPARTMENT OF ELEMENTARY SCHOOLS. — N. A. Calkins, New York, *President.* — Two Papers on "Elementary Reading." 1. "Thought and Sentence Method;" by G. L. Farnham, Superintendent Public Schools, Binghamton, New York. — 2. "Phonetic Method with Pronouncing Or-

thography, in its relations to other Methods;" by Dr. Edwin Leigh. Discussion of the subject to follow the last paper. — 3. "Arithmetic — Principles and Methods of Illustration;" by M. McVicar, Principal of the State Normal Training School, Potsdam, N. Y. — 4. "How may the Elementary School Institution be made most useful to the future citizens?" by H. F. Harrington, Superintendent of Schools, New Bedford, Mass — 5. "What number of school hours, daily, is most profitable to children under ten years of age?" by Andrew J. Rickoff, Superintendent of Schools, Cleveland, Ohio.

QUESTION FOR DISCUSSION. — "How may pupils in Elementary Schools be trained to speak and write our language correctly?"

DEPARTMENT OF SUPERINTENDENCE. — W. T. Harris, St. Louis, *President.* — Details soon to be announced.

The Hotels reduce their rates to members of the Association about one dollar a day, as follows: at Rathburn House, $3 per day. Frazer, Delevan, and Hathaway, each $2.50. The Lyon House, $2.

BIRDSEY GRANT NORTHROP, *President.*

S. W. WHITE, *Secretary.*

MILTON ON THE CORRECT USE OF LANGUAGE. — Nor is it to be considered of small consequence what language, pure or corrupt, a people has, or what is their customary degree of *propriety* in speaking it — a matter which oftener than once was the salvation of Athens; nay, as it is Plato's opinion that by a change in the manner and habit of dressing, serious commotions and mutations are portended in a commonwealth, I, for my part, would rather believe that the fall of that city and its low and obscure condition followed on the general *vitiation* of its usage in the matter of speech; for, let the words of a country be in part *unhandsome* and *offensive* in themselves, in part *debased* by *wear*, and *wrongly uttered*, and what do they declare, but, by no light indication, that the inhabitants of that country are an indolent, idly-yawning race, with minds already long prepared for any amount of servility. On the other hand, we have never heard that any empire, any state, did not at least flourish in a middling degree as its own *liking* and *care for its language* lasted. — Vol. I, 739.

A CAUTION.

I WAS fond of all my teachers when I went to school, but Miss E. was my favorite. She was a friend of my mother, beautiful, — I thought so, at least, — and was in my mind the embodiment of goodness and learning. She taught our school several summers, and gave, so far as I know, entire satisfaction. The picture in memory, as I think of her, at the distance of fifty years' would be perfect but for one blemish which will not "out."

It was about three or four weeks before the examination that the first class in grammar began to parse the fable of the "Bears and the Bees," in the old English Reader, —

> "As two young bears in wanton mood,
> Forth issuing from the neighbouring wood,
> Came where the industrious bees had stored
> In artful cells their luscious hoard," etc.

We parsed it once, taking ten or twelve lines for a lesson, and then we parsed it again. "Shall we parse this lesson examination day?" said the boy who sat at my right hand, and whose thoughts always dropped out when he opened his mouth. "I don't know," said Miss E., "where you will parse examination day." And so it rested; but we were kept drilling upon that same piece, pummelling away at the young bears, and governing them by all sorts of grammatical expedients, till "that day for which all other [school] days were made," arrived. When the committee and visitors were seated, Miss E., taking the Reader and turning carelessly over its pages, said, "The first class in grammar may look at the piece on such a page, and be ready to parse it." The page of course let loose the bears, and we did n't study it, feeling sure that we could do what we had already done so often. After going through the other studies, — reading, spelling, arithmetic, etc., — the class in grammar was called. Parson E., who always attended the examinations, and was the only member of the committee that understood the mysteries of "the indicative mood, present tense, third person singular," picked out all the difficult words, which we disposed of with much less trouble than the young bears had in their raid upon the "luscious hoards" of the bees. The lesson over, Parson E. said to the teacher, "That is an excellent class, Miss E.; they do their teacher much credit."

"I gave out the lesson," said Miss E., "since the committee came in." I opened my eyes a little wider than usual. It did not occur to me then, that the teacher was practising deception. I should have shrunk from any such suggestion with reference to Miss E. I did not speak of it to any one; but I could not get it out of my mind, till gradually it appeared in its true proportions, — deception. That was the last summer that I went to school. Miss E. lived in the village, where I often saw her, and was always kindly recognized by her. She was afterwards married, and lived in a neighboring town. I met her frequently for twenty-five years, but I never saw her without thinking how it sounded when she said, "I gave out the lesson since the committee came in."

PHILOSOPHY AND RELIGION. — "Were I to advise any student of Philosophy, I would say to him that philosophy should not consent to narrow the field of her inquiries, but that she should learn circumspection and caution from the past. What man can know, what man ought to do, and what man is, and what he may hope to be: these are the questions about which philosophy has been busy from old time. Let her abandon none of them. Philosophy is but wise and disciplined thought upon the subject on which all men think. The minds of men left to their own natural working will never cease to think on these things; and if philosophy should cease to attempt to think wisely on them, she abandons her position as a guide. She has been to blame for the carelessness of her procedure, for the overweeningness of her pretensions; but the remedy is soberness, not scepticism. It is, after all, an evil that in some directions we fail to attain certainty by mere thinking. To me it appears that the philosopher, after he had shut out all that sensation did not record, and after he had examined all the sensible world, and with all his sensations sorted and tied up and labelled to the utmost, might chance to find himself the most odious and ridiculous being in all the multiform creation. A creature so glib, so wise, so full of discourse, sitting in the midst of creation with all its mystery and wonder, and persuading you that he is the master of its secrets, and that there is nothing but what he knows; you can imagine the self-satisfaction that would beam out in his smile. If he were as yet possible, we should attend his lectures probably, and, catching some reflection from the light of his self-esteem, we should be proud that we too knew the secret of things. But we should attain this only by much self-suppression, and nature will not be suppressed forever. There is the eternity behind us out of which we came; there is the eternity before us, into which we are speeding; there is our idea of God, and with it a faculty of obeying God and loving him, whom no man hath seen; there is our desolate sense of the incompleteness of this life, with its interruptions, its fragmentary hopes and plans, its heart-breaking separations; there are our yearnings for another life hereafter that may not be incomplete, but may answer to all that is noblest and best in our desires and longings. It is all very well to say that we will have no knowledge but what is certain knowledge, but the very fact that I can think upon these awful things lays on all the necessity of seeing them. And the things which stir my spirit most are not always the clearest things, for which you have found the arithmetical formula; but they are loves and hopes, and the wish to live the highest life that is possible. As in nature the picture that you see is not broad light and dark, but a thousand tender tones and hues melting into each other, and vibrating together between the light and the dark, — so is the mind of man. Philosophy, while she is teaching morals and religion, will soon come to a point where her teaching ends; and she will confess that in order to know duty, a life of duty must be lived, and in order to know God the soul must learn to love Him." — *Archbishop Thomson.*

INTELLIGENCE.

MASSACHUSETTS.

BOSTON. — Hon. John D. Philbrick has been honored with an appointment as chief of the Educational Department of the United States at Vienna, and he writes that our interests will not suffer at all from comparison with the educational departments of the other countries of the world. The chart, prepared at the expense of Mayor Pierce, representing the educational facilities of Boston, will probably bear off the palm.

Boston University is making long strides by way of departments. The School of Theology is the oldest, and has attained very considerable proportions, and offers excellent advantages. The School of Music is flourishing, and proves the wisdom of those who thus early established it. The School of Law, with Hon. Geo. S. Hillard, LL. D., as dean, is at once a rival of the best law schools in the country. The School of Medicine, with Dr. I. T. Talbot as dean, presents an array of homœopathic talent which can but demand a full class. We are pleased to notice the name of one recently in our profession, Chas. R. Brown, M. D., late of the Phillips School, Salem, as lecturer before the school. Though the teacher's profession numbers one less earnest worker, we are glad to see him taking such a stand among the physicians of Boston. The School of Liberal Arts, with John W. Lindsay, D. D., as dean, must be a popular and powerful school, with such men as Prof. A. H. Buck, of the Boston Latin School, for the department of Greek; Prof. T. H. Kimpton, of the Chicopee High School, for the department of Latin; and Prof. Lewis B. Munroe for the department of oratory.

The Musical Festival of the city schools was a grand success; the audience was large, and composed of first-class literary and musical talent. No city in America is doing for the musical education of the children what Boston is, and all appreciate it. The results warrant the expenditure.

The exhibition of drawings in Horticultural Hall this year was very satisfactory and encouraging.

LAWRENCE. — Few cities have been more favored than this in its High and Grammar School principals, and best of all, their work has been fully appreciated by the citizens. Albert C. Perkins, Esq., has been principal of the High School for several years, during which time he has been constantly sought by other places. College professorships have been tendered him, but his love for Lawrence and his school kept him. Chelsea made him a tempting offer, but the committee of Lawrence raised his salary from $2,000 to $3,000, and since then his ear has been deaf to all entreaties until invited to Phillips at Exeter, with a salary second only to Harvard's president, when he accepted the call. Mr. Perkins enters his new field of labor in the Fall.

Mr. Brewster of the Grammar School has been equally popular in his sphere of work, and now *rumor* has it that he retires, on account of failing health, to accept of a tempting mercantile offer.

GLOUCESTER. — Mr. H. M. Willard, superintendent of schools, has been tendered the principalship of the Lawrence High School, but we understand he will not accept. From our personal acquaintance with Mr. Willard as a scholar, as a teacher, and as a man, we hazard nothing in saying that, can he be secured, there is no better man in Massachusetts as successor to Mr. Perkins.

CHELSEA. — Helen M. Souther is elected first assistant in the Williams School. Hon. Rufus S. Frost has presented the schools a bust of B. P. Shillaber, Esq.

The number of pupils in each school is as follows: Shurtleff, 527; Williams, 583; Carter, 323.

Pupils from out of town are to pay $30 per annum. —— The present term closes July 3, and the next term begins Sept. 1. —— School appropriations, $65,000. —— The exhibition of drawings was fine, there being 2,000 drawings on exhibition.

CHARLESTOWN. — The High School Association recently gave a most enjoyable social entertainment.

The annual exhibitions of the High and Grammar Schools will be held on Monday, Tuesday, Wednesday, and Thursday preceding July 4th.

An exhibition of drawings will be given in each school, and specimens of the work of the Evening Drawing School will be exhibited in the High School house.

Miss Coombs, assistant in the High School, has resigned; also Miss Humphrey, of one of the Primary Schools. It is understood that Mr. Brown, of the High School, will visit Europe, where he intends to remain some three years.

CAMBRIDGE. — The sum of $100 was realized by the pupils of the Webster Grammar School, from their entertainment at Union Hall, Thursday evening.

LYNN. — The High School reunion was a pleasant affair. —— Several changes in text-books in the High School have passed the Board, as has a change in geography for the Grammar Schools.

SALEM. — The question of superintendency is at last settled, and well settled, by the unanimous choice of Mr. A. D. Small, late of Newport. Few men could have been found who would bring as much natural ability, love for the work, and valuable experience as Mr. Small. Teachers, scholars, committees, and citizens are alike fortunate in this selection. Salary $2,500. Chas. S. Osgood fills the place of Wm. P. Goodhue upon the school board.

The exhibition of drawing was highly satisfactory. The teachers were Prof. Hoyt, of the Institute of Technology, Mr. J. W. Thyng, of Salem, and Miss Carrie West. Drawing has been taught but one year, and the results were remarkable: pleasing the parents as well as art-critics.

CHATHAM, CAPE COD. — Mr. George has had charge of the High School, Miss Bessie M. Young of the grammar department, and Miss Helen M. Crowell of Grammar School No. 2.

ORLEANS — The school committee unanimously elected Rev. Chas. E. Harwood as superintendent of schools. Mr. S. C. Smith is in charge of the Yarmouthport High School.

PEABODY. — Miss S. J. C. Needham, second assistant in the High School, is in Berlin for a few months, pursuing her studies. Her place is supplied by Miss A. E. Whittemore. —— Hereafter the Peabody School year begins in September. —— An increase of $150 in salary has been voted to the Grammar masters, and an increase of $100 to each of the female teachers below the High School. —— The last report shows thirty-six teachers employed, 1,019 pupils in average attendance. —— Mr. Fitch Poole, the librarian of the Peabody Institute, retires from the School Board this year after serving twenty-six years.

MAINE.

We congratulate Prof. G. T. Fletcher upon getting into his new school building in connection with the Eastern State Normal School. Gov. Perham and superintendent Johnson were present at the dedication, and made speeches fitted to the occasion.

Ex-Governor Coburn, of Skowhegan, has given $5,000 to the Industrial School for Girls.

Prof. Hamelin, it is said, will not accept the professorship at Bowdoin.

Linneus has voted to have a free High School, and appropriated money therefor.

Henry M. Heath, of Gardiner, is now preceptor of the academy at East Machias.

John B. Carter, of Orland, is teaching his one hundred and fifth term.

The Farmington Normal School closed June 13th.

North Seal Cove has a new school-house. —— The new buildings for the Classical School, Hallowell, are nearly completed. —— Auburn is to have a new school-house; so is Lewiston.

GENERAL.

FRANK L. STEVENSON, son of Maj. John L. Stevenson; Benj. I. Butler, son of Gen. Butler, and Wallis O. Clark, son of W. G. Clark of Chelsea, were the only young men accepted from the Massachusetts recommendations to West Point. —— Fred O. Ripley, of West Bridgewater, a recent graduate of the Normal School, has been elected teacher of the Grammar School in Canton, Mass. —— C. C. Coffin — "Carleton" — has been offered $6,000, gold, as salary for editing a paper in Japan. —— David H. Gibbs, of Bridgewater, has been appointed master of a Grammar School in Woburn. —— Clinton, Mass., is overcrowded with children, and new school-houses are to be built. —— Texas school-houses are fast burning up. —— Milwaukee teaches German as early and regularly as English; more than half the population are Germans. —— One half the children of Ireland above five years of age are unable to read or write. —— Pennsylvania will have ten Normal schools before the close of the season. —— Saxony obliges all the people to become educated to a certain degree, and makes attendance upon evening schools compulsory with all uneducated. —— Iowa has a school fund of $3,000,000 already. —— Michigan had but one man to oppose the appropriation of $30,000 for current expenses of the Normal School. —— The school superintendent of Florida is a colored man. —— Rev. Dr. Cooke, of Wilbraham, has sued the "Holyoke Transcript" for $8,000 damage for libellous strictures on his management of the school during an epidemic. —— All but thirteen of the boys escaped from Westboro' are returned. —— Mr. Poland, principal of the Salisbury High School, is popular with committee and parents, and the enthusiastic pupils made him a handsome present recently in testimony of their esteem. —— Lizzie P. Sweetser has been teaching as assistant in the Provincetown High School. —— English will supersede Japanese in Japan. —— The Rogers High School building of Newport, R. I., is to be a most creditable addition to the public buildings of the state. The bequest was $100,000. —— There are three hundred and twelve students in the Georgia University. —— Hon. Oakes Ames left $50,000 to the schools in No. Easton. —— Chief-Justice Chase gave $10,000 to Dartmouth College. —— Illinois legislature appropriated $1,000,000 for schools.

COLLEGIATE.

WHITELAW REID, of New York, delivered the annual address before the Miami University, Oxford, Ohio. —— Yale is one hundred and seventy-three years old. President Porter delivered the baccalaureate sermon this year. —— Brown University is one hundred and fifty years old. —— Trinity College, Hartford, Conn., has invited Rev. E. C. Bolles, of Salem, to deliver the oration this year. —— The forty-eighth anniversary of Hobart College, of Geneva, N. Y., was favored with an oration by Rev. Dr. T. W. Gibson, of Utica. —— Madison University of Hamilton, N. Y., is fifty years old and healthy. Rev. Dr. Alvah Hovey, of Newton Centre, Mass., delivered the

sermon. —— St. Lawrence University, Canton, N. Y., is seventeen years old. President Miner, of Tufts College, delivers the address before the theological school. —— The thirty-fourth anniversary of McKendree College, Lebanon, Ill., was held June 8. —— Rev. Dr. S. K. Cox delivered the address before the Roanoke College, Va. —— Phillips Exeter Academy numbers one hundred and sixty-two this spring term. —— Miss Julia S. Haskel is the salutatorian at Kimball Union Academy, N. H., this year. —— The closing exercises of the Newton Theological Seminary this year were very interesting. Prof. Gould addressed the graduating class. —— Prof. Young, of Dartmouth, has a battery of thirty-six cells, once used by Franklin. —— Cecil F. P. Bancroft, now in Germany, has been elected principal of Phillips Andover Academy. May he well fill the place so long honored by Dr. Taylor. —— Prof. Clark Seelye, of Amherst College, still has under advisement the presidency of Smith Female College at Northampton. —— President Miner preached the baccalaureate sermon before Tufts College at its nineteenth anniversary. —— Rev. H. M. Parsons addresses the alumni of Williston Academy, Easthampton, Mass., this year. —— Wesleyan Academy, Wilbraham, Mass., had a good time at their anniversary this year. Addresses were made by Prof. Geo. Prentice and B. G. Northrop, of Conn.

HARVARD. — Col. J. D. Washburn, of Worcester, is appointed chief marshal; Hon. E. R. Hoar is president of the Alumni Association, and presides at the annual dinner; John Fisk, LL. D., is appointed assistant librarian; Geo. L. Goodale, assistant professor of vegetable physiology and botany; F. E. Anderson, assistant professor in Greek; Geo. H. Palmer, assistant professor in philosophy; Clement L. Smith, Wm. Everett, and James B. Greenough, assistant professors in Latin; J. K. Paine, assistant professor in music; and Stacy Baxter, teacher of elocution.

Books.

FLOWER OBJECT LESSONS; OR FIRST LESSONS IN BOTANY. A familiar description of a few Flowers. From the French of M. Emm. Le Maout. New York: Wm. J. Read. 1873.

We have not been able to get a copy of the original with which to compare this translation, and hence must criticise it merely as it appears to us in its English dress.

With Professor Gray's "How Plants Grow" and "How Plants Behave," and Miss Youmans' "First Lessons in Botany" already in the field, one naturally inquires with some surprise, what claim upon our attention another work of a similar character can possibly have. To take the place of either of the works above mentioned, it must certainly have extraordinary merits. From the preface and introduction, we infer that it is intended for a very young class of pupils. Madam Kriege is quoted as saying, "I have no doubt that it is a great advance upon former botanies for beginners: and for the older children of the kindergartens, say from five to seven, would be highly useful." Mr. John L. Russell, botanist, welcomes the work "as the harbinger of a new era in the study of Botany." We look then for something new and striking. We first turn the pages and glance at the illustrations, just as a child would do. We find them simply execrable. They

appear to be reduced copies taken from the foreign work by one of the new and cheap processes known to modern printing. Many of them are much blurred and very indistinct. On page 38, is an illustration of the pea-flower with the marks "ai," "ét," and "car," evidently abbreviations for the French words "aile," "étendard," and "carène."

Next, our eye lights upon the statement in the introduction, that "Not a technical word is introduced"; and further on "The student is not required to learn a number of technical terms before he can make any progress, but receives them only as they are needed, etc." This is cheering; and we are curious to see how a science can be taught, even in its merest rudiments, without technicalities, having a suspicion all the while that to know the right names for things, or at least appropriate names, is an important feature in the acquisition of any science, and fearing, too, that the author may overshoot the mark in aiming at simplicity. The promise of the introduction is kept, at least to this extent, that the pupils are carefully kept in ignorance of the technical terms calyx, corolla, stamen, pistil, sepal, petal, filament, anther, pollen, ovary, style, and stigma, although they will have to observe in the illustrations, such mysterious marks as "stig," "styl," "ov," and the French abbreviations mentioned above. Now mark what terms the poor, unoffending child has got to use all through the course of instruction provided by this book; — "exterior envelope," "interior envelope," "powder wands" (even so), "central column," "organ containing the seeds," and so on. We venture to suggest that these terms need quite as much explanation before they will be rightly applied by the child, and are quite as difficult to remember, as the proper technical terms. Nevertheless, we give the translator credit for a considerable degree of ingenuity in the instances we have cited, and in some others, and we only regret that the same care was not taken to avoid such words and phrases as "impregnation," "sterility," "indentation terminating the central column," "rounded protuberances," "community of origin established between these parts," "recurved" (technical?), "preliminary evolutions," "phenomenon." Many other hard words and infelicities of expression might be cited, but these are enough. Our idea of simplicity of style is well exemplified in the following quotation, from "How Plants Grow." Describing the use of pollen, the author says: "Upon this stigma, some of the pollen, or powder from the anthers, falls and sticks fast. And this somehow enables the pistils to ripen seeds that will grow." Contrast this with the way our author puts it. After describing an experiment with melon vines, he sums up in such language as this: "Thus it is proved that the powder in the sacks is indispensable to the fruitfulness of the inflated flowers. This experiment, and many others no less convincing, which you will learn in their order, have shown, in a decisive manner, that plants are reproduced from real eggs, called seeds, and that the fine powder contained in the little sacks (of which powder you may, perhaps, have seen in the gilly-flower, some grains collected on the surface of the little indentation terminating the central column) has for its use the impregnation of the seeds." Comment is unnecessary. These two sentences, "The general character of all these flowers are really the same," and "The number of these powder-wands vary from five to ten," need grammatical revision.

These lessons are by no means barren of useful hints as to methods of procedure in examining plants with a class of children. Some good advice is also given in the preface and introduction. If the teacher is a novice in the study of botany, he may read this book with profit, learning himself how to examine and compare specimens, as well as how to present the subject to his class. He will probably not be slow to find out that the language he uses before his class must be

very different from that of the book, and we hope he will agree with us that "powder-wand" and "exterior envelope" are poor substitutes for stamen and calyx.

It is ungracious to say hard things of a new book in these days of "genial" criticism, yet we do not honestly think that "Flower Object Lessons" is by any means the best book of its kind. The intention of it is good (always excepting the fallacious notion that technical terms need be a hinderance to young pupils), but the execution of it is in many respects faulty.

GOOD MORALS AND GENTLE MANNERS. For Schools and Families. By Alex. M. Gow. Published by Wilson, Hinkle & Co.

We remember a little book, a favorite with young people when we were a boy, called the "School of Good Manners," which we have not met with for some years, and which, from certain indications, we think must be out of print. Mr. Gow has given us a book which reminds us of it, though his book is somewhat fuller than that. It treats of manners as a branch, or rather the outgrowth of morals; and illustrates, by interesting anecdotes, the connection between them.

In addition to this, it gives definite instruction on points of etiquette, relating to the street, the church, the lecture-room, and the requirements of social law as practised by "good society" in all the relations of cultivated life. Whether the book will be introduced into our schools as a class-book, may be questioned. But there can be no doubt that a teacher may use it with good effect, and that it will be found interesting and valuable in every family.

M. TULLI CICERONIS DE OFFICIIS LIBRI TRES. With Explanatory Notes by E. P. Crowell, Moore Professor of Latin, in Amherst College. Philadelphia: Eldredge & Brother.

This volume adds another to the "Chace and Stuart" Series, so well known to the teachers of American classical schools. It is perhaps sufficient to say of it, that it is worthy of the place which it occupies in the "model" series of Latin classics. The notes are copious, but not too much so. The editor has not expended his whole force upon technical grammar, nor has he omitted to give that attention to it which is required in elementary instruction. In matters of archæology and biography, he has been particularly faithful, and he has been careful to give this information "where it will do most good." There is one feature of the book which deserves especial commendation, and that is the scholarly introduction to the notes and the exhaustive analysis of the course of thought.

We are more inclined to notice this excellence because in the volumes of this series edited by Prof Stuart, there seems to us to have been a neglect. The introduction to the several orations is quite too meagre, and there is no outline of the course of thought. We confess that we have always been partial to the very minute Latin analysis of Voëllus, first published by Olivet, and republished in this country by Folsom. Every teacher must have noticed how difficult it is for pupils, after reading a book of Cæsar or Virgil, or an oration of Cicero, in short portions, to give an outline of the argument or course of thought. Their vision is microscopic, not telescopic. They are in a measure compelled to inspect words, sentences, and clauses, and they very naturally if not necessarily fail to regard the relation of sections, paragraphs, and chapters. George Long, in one of his books, speaks of the importance of a scholar's grasping the whole of a book or an oration, and accordingly recommends that after a considerable portion has been read in successive lessons, it should be all re-read at a single sitting.

But we need not go to Prof. Long. Prof. Chace, the senior editor of this series, has given admirable illustrations of our meaning in the volumes which he has edited. Not only in his Virgil has he given a careful analysis of each book,

but even in the odes of Horace he always gives his reader the scope of the poem.

The "Chace and Stuart" series now extends to twelve volumes. We are not informed whether others are contemplated. Prof. Chace, however, owes it to himself and the public to prepare a volume which shall be indispensable to the reader of any one of the series. We want to see a volume which shall, as it were, bind the whole together as a kind of picture of the Augustan age.

It is not enough to say that we can get this from Arnold, Niebuhr, Long, Meirvah, Bekker, and others. Hundreds of teachers who use these volumes have no access to such collateral aid. Prof. Chace can do for this period something like what Taine has done for the great epochs of our English literature. A volume of history, geography, and archæology, not in the form of vocabulary, but drawn from the numerous allusions in this series, would be of priceless value to the classical student. How much is yet to be done for the valley of the Po, to bring out all the beauties or even all the meaning of Virgil. And how much yet remains to be done for the bay of Naples. Few boys and girls, we fear, who have read the Æneid, know enough of Italian topography to enjoy it. Now, Italian geography is valuable, not only for the Augustan age, but for all historic times. It cannot be too carefully or too minutely learned.

The author of "Hellas" is able to do this work and do it well, and we hope he will not consider himself acquitted of his obligations to the public until he has performed this duty.

TABLE OF LATIN SUFFIXES AND A LIST OF PREFIXES. With Illustrative Examples, Prepared by Amos N. Currier, Professor of Latin in Iowa State University. Philadelphia: Eldredge & Brother. 1873.

The author is quite right when he says in the preface, "It has seemed to me that *word formation*, as a means of *word knowledge*, has not received an attention commensurate with its importance in the Latin grammars designed for school use." He has accordingly arranged these tables. They are in three parallel columns: the first column containing the suffixes in alphabetical order; the second, the base; and the third, the signification, with the illustrative examples. Nouns, adjectives, verbs, and adverbs are, of course, separately treated. Occasionally there appear to be obscurities in statement or arrangement, but perhaps a more careful study, with daily use of the book for a little time, would convince us that this criticism is not well founded.

We have no doubt that the book may be made very useful. The alphabetical arrangement will make it easy for the student to find what he wants, and in many of the grammars it is often quite difficult to find what one wants under the head of derivation.

The illustrative examples will also be a great help. We wish there could be a great many more of them, for "*Breve est iter per exempla.*"

Any attempt to aid the study of Latin by bringing into prominence the subject of derivative formations, ought to be encouraged. We hope this book will be widely used.

LOGICAL BOOK-KEEPING. A New Exposition of the Theory and Practice of Double Entry Book-Keeping. By E. G. Folsom, A. M. New York: A. S. Barnes & Co.

In these days of endless book-making, this treatise may well be considered a marvel, as it is really what the author claims, a "new exposition." This fact alone should command the attention of every live teacher. Being the fruit of the ripe experience of a practical teacher, it may almost be said to have stood the test of the school-room. The business-man and the teacher will be gratified to find in it the subject raised to the dignity of an *exact science*. Its plan is simple, natural, and thoroughly rational. Its generalization and classified analysis are

quite unique. It is possible that its language, severely close and logical at times, may be found unsuited to the comprehension of the younger class of pupils, yet by the intervention of a skilful teacher we think it will be found perfectly wieldy.

We cannot in a brief notice give any adequate idea of its peculiar plan, but we most cordially commend it to the attention of every teacher as worthy careful examination.

OUR YOUNG FOLKS FOR JULY. An excellent number of this popular magazine. The transition from this to the "Atlantic" is as easy and natural as from youth to manhood.

THE NURSERY FOR JULY. Fresh and new as ever, and full of interest to children. The first step in periodical literature, leading by easy gradations through "Our Young Folks," to our first-class magazines for children of a larger growth.

HARPER'S MAGAZINE FOR JULY, is a rich number, opening with "Jack Ashore," full of interest, and beautifully illustrated. "National Standards and Emblems," also illustrated, is interesting and instructive. Then follows "Sicily and the Sicilians"; several chapters from Charles Reade's "Simpleton"; Lossing's paper on the "Signers of the Declaration of Independence"; "Gen. Sherman in Europe and the East," and other interesting articles, besides the good things found in the "Editor's Easy Chair," etc. A. Williams has it.

SCRIBNER'S MONTHLY FOR JULY contains "The Great South," by Edward King, and "Low Life in Berlin," by Wm. Wells, both finely illustrated. Of the other articles, "What America has done for Woman," and "The Religious Sentiments of Abraham Lincoln," among others, have much interested us. It is an excellent number.

LIPPINCOTT FOR JULY, has a rich table of contents, including "The New Hyperion," and "From Philadelphia to Baltimore," with fine illustrations, — two chapters of "Our Home in the Tyrol," by Margaret Howitt; two chapters of a "Princess of Thule," by Black, and other interesting matter. An unusually good number.

THE JULY NUMBER OF THE ATLANTIC MONTHLY contains just the reading for the season: "A Roman Holiday," by H. James, Jr. "A Norse Romance." "The Presidential Election of 1800," by Parton. "An Old English Home." "Educating a Wife," by R. Dale Owen, though she finally slipped through his fingers, and did n't become *his* wife. "Honest John Vane," "An Amateur Supe's Story," Early Canadian Miracles and Martyrs," and "Miss Eunice's Glove." The poetry includes "The Friend's Burial," in Whittier's best vein. The notices of Recent Literature are discriminating, but genial.

THE HERALD OF HEALTH. This is an interesting and valuable magazine. It is an educational work, like our own, only it puts the "culture of the body" before that of "the mind, as, perhaps we ought to." It contains much that will interest and benefit every teacher.

BOOKS RECEIVED.

SELECT ORATIONS OF CICERO. Edited by Allen & Greenough. Published by Ginn Brothers.

NATURE AND UTILITY OF MATHEMATICS. By Charles Davies, LL. D. Pub. by A. S. Barnes & Co.

A CHANCE ACQUAINTANCE. By W. D. Howells. James R. Osgood & Co.

HAP HAZARD. By Kate Field. James R. Osgood & Co.

JOHN STUART MILL; HIS LIFE AND WORKS. A MEMORIAL. James R. Osgood & Co.

SWINTON'S WORD PRIMER. Pub. by Ivison, Blakeman, Taylor & Co.

MAY. By Mrs. Oliphant. Pub. by Scribner, Armstrong & Co.

A notice of the above is necessarily postponed to our next number.

THE

MASSACHUSETTS TEACHER.

[LARKIN DUNTON, Editor for August.]

VOL. XXVI. AUGUST, 1873. No. 8.

*EFFICIENCY OF THE GERMAN SCHOOLS.**

I. School Buildings, Furniture, Apparatus, and Text-Books.
II. The Teachers' Profession, Character, Preparation, and Social Position.
III. Character and Quality of Instruction given, and manner of imparting it.

I.

THROUGHOUT Germany the buildings used for schools are almost universally old and massive, constructed of stone or brick, many of which were erected and occupied formerly by some government official or petty prince, as his schloss or castle. They have little pretension to architectural beauty or convenience compared with modern structures,—reminding one of prisons. They are insufficiently and otherwise badly lighted, being also wretchedly defective in ventilation. Americans can scarcely imagine how filthy these Germans schools are in this respect. Nothing prevents a general and permanent injury to the *physique* of the youth but the few moments' recess at the close of each recitation. To this cause the general abnormal condition of the eyes among German students is attributed. The school furniture is exceedingly plain and meagre. This consists of a plain plank desk sufficiently long to accommodate five or six pupils, who sit upon a plank of equal length, six to eight inches wide, with no backs save what the desks in their rear may furnish. Though the Germans

* Abstract of a Paper read before the Middlesex County Teachers' Association, April 3, 1873, by Nathaniel T. Allen, of West Newton, upon "The Efficiency with which the German Government carries into Execution its System of Education."

excel in the accuracy and beauty of their maps and globes, the German schools are quite meagrely furnished with these and other apparatus. These are usually kept in a room by themselves, to be taken out and used as desired; rarely are maps or charts permanently suspended upon the walls as with us. Even blackboards are confined to a single one of moderate dimensions, five by three feet, placed behind the teacher for his especial use. In the higher classes of the secondary schools there is generally a good working apparatus to illustrate the principles of the various branches of science. The text-books are fewer in number and generally inferior in character to ours, due in large degree to the system of imparting information by means of lectures, which is practised almost exclusively.

II.

Without exception the teachers are men of fine education, generally college or university graduates, highly esteemed in the community, and, being government officers, they are not under any local authority; this places them in a much more *independent position* than is the case with us. The Germans examine and elect teachers with far greater scrutiny than we; and then, with great freedom to pursue their *own methods*, they are held to a strict account for the *results obtained* with their pupils. Their salaries, though small, are, like all salaries in Germany, fixed; school inspectors and examining boards are invariably composed of practical teachers. No local authorities can interfere with them in the conduct of their schools, for it is considered that they know more of school management than any person not of the same profession. When too old to fulfil the duties of the school-room, they have assistants; or, if necessary, they are relieved entirely from the school work, and pensioned during life, as are their widows and children after their death.

III.

The method of imparting information in the schools is almost wholly by means of lectures, without question on the part of the pupils, who listen undoubtingly as to an infallible oracle, write in

their blank books abstracts of the lectures, which are examined, and the pupils questioned upon them, by the teachers. This method, so universally practised with children of all ages, tends directly to repress individuality and independence of thought, the lack of which is characteristic of the mass of Germans who leave school at fourteen years of age. This method, so closely pursued with lads whose rank and advancement depend entirely upon success with the abstracts, renders it a simple and easy thing to discipline the schools; hence German teachers in the United States, relying upon the same methods and influences to maintain discipline among their pupils, almost universally fail in their management of schools. The system, while admirably adapted to develop good and docile citizens of *despotic Prussia*, is quite as unfitted for democratic United States. It would undoubtedly greatly improve our schools if we could first secure competent teachers, and then introduce far more of the admirable lectures given in the German schools. Very few lady teachers are employed, nor is it probable they will be much increased in number for years to come, as few if any Germans believe the sex fitted by nature to teach, save in the most elementary classes. A large increase of cultivated and refined lady teachers would surely exert a most healthful influence upon these schools, the gentlemen being in excess of the lady teachers probably as ten to one. Undoubtedly we in Massachusetts have, for pecuniary reasons, gone to the opposite extreme in employing, according to the statistics, nine ladie to one gentleman in our public schools.

While the German system of instruction is very superior to our own in many particulars, it is decidedly inferior in others. Shrewd observers among German professors are convinced that our system, while giving far less of book knowledge, develops greater self-reliance and more manly independence of character.

Let us impartially examine and wisely adopt those features in the German system which are superior to our own, and only such.

NATURAL SCIENCE IN COMMON SCHOOLS.

MANY persons are scared by big words. Chemistry, Botany, Zoölogy, Natural Philosophy, Geology, Palæontology, etc., etc., are indeed formidable looking terms, but are they any more so than Arithmetic, Geography, Grammar, Orthography, etc.? Now this is about all there is of it. The difference is only in the fact that we are in the habit of using the latter terms more frequently than the former. There are no such great differences in the sciences themselves. There are intricacies in one as well as in another. There are simple truths easily comprehended in one as there is in another. The leading principles of the higher branches may and should be learned before the details and intricacies of the more common branches. A part of mathematical science is taught to the child three years of age; and yet a Buxton and a Herschel can find enough to puzzle their giant minds in the same science. Humboldt studied Geography all his life; a child of six years may study it.

A false idea of what constitutes *thoroughness* has blinded many teachers so that they can see scarcely beyond the spelling-book. They would have a child master each page in the book before turning to the next one. Are text-books to be the standard or measure of the pupil's attainments? What did John Stuart Mill say? Hear him. "To have a general knowledge of a subject is to know only its leading truths, but to know these not superficially but thoroughly so as to have a true conception of the subject in its great features; leaving the minor details to those who require them for the purposes of their special pursuit. There is no incompatibility between knowing a wide range of subjects up to this point, and some one subject with the completeness required by those who make it their principal occupation. It is this combination which gives an enlightened public, — a body of cultivated intellects, each taught, by its attainments in its own province, what real knowledge is, and knowing enough of other subjects to be able to discern who are those that know them better."

A teacher, *every* teacher, no matter how primary be the grade of school taught, should have a general knowledge, should know

the leading truths of every branch of the whole range of knowledge. He can impart this general knowledge in a very short time, if he has any energy at all. If one cannot, he had better quit the profession at once. A teacher's odd moments, his leisure time, if applied to this purpose, would soon place him on this higher level. Our County Institutes should provide teachers who would devote a portion of time in giving general instruction, not by lectures, but by actual recitations in Natural Science. Let every teacher be provided with a work on Botany. In two weeks a competent instructor could teach pupils how to use the book, could give the general principles of the science, so that they might go out into the fields and woods, and by actual practice soon acquire a power that they would not exchange for the privilege of listening to a thousand lectures on science, even though they were delivered by a Tyndall. The same may be said of Geology, of Chemistry, of Physiology, of Natural Philosophy, of Zoölogy. They are not to learn it all at school, nor at home. We do not wish to be misunderstood. We say that the *general* knowledge of all these branches can be attained in a very short time, and that by application they may be followed, then, to an unlimited extent. Why, in a few lessons one may learn to analyze a plant, and it will only take practice to be able to find the name of any plant he finds in flower. The structure and development of plants can be studied by any one. A few hours will be sufficient to acquire a knowledge of the arrangement of the strata of the earth, and then one can collect fossils and minerals, and his books will help him understand them. Chemistry is a little more difficult, but any one can devise simple apparatus, and, with a few simple and cheap materials, can go to work experimenting, and get the leading truths of the science.

Our lady teachers admire flowers, make bouquets and put them in their school-rooms, cultivate house plants—what new delights if they could see them in their scientific relations, could tell the children the names of the wild flowers they joyfully bring them. They perform a chemical experiment every time they make a fire in the stove. Making bread and soap are chemical processes. A very little study would show all these things in a new light. And so with the whole range of Natural Science.

But if these branches are to be taught in County Institutes, do not scare pupil teachers by examinations. Examinations are an abomination. Do not scare them, either, with the text-books. Here is a text-book of Botany. Look at the glossary; what a frightful array of technical terms. An instructor who would have his class set to work to learn all or any of these terms has no business as teacher. The great naturalists of the country don't know them all. They would go to the glossary in analyzing a plant. But many of these terms *are* learned, *all* that are necessary, and that in such a simple way that the pupil is not aware of it. They are learned by use. Let topics be assigned, outlines and classifications be put on the blackboard by pupils, not by the instructor. Let apparatus be constructed by the pupils themselves. Let the fossils and minerals be collected in the neighborhood; flowers brought in by pupils, and the analysis be the first lesson. Take a skeleton and charts for teaching Physiology, and let the pupils use them in naming the parts of the body.

Now, so much we have said about teaching teachers these Sciences. Many teachers, of course, have already studied them. This will help on the work, for they can help instruct the rest. But now for these subjects in the common schools. Of course they will not be taught in the same way that they are taught to teachers. Any subject is easily taught when the pupils become interested in it. How easy to interest children in the objects of Natural Science! They delight in collecting specimens. Books are not needed to teach children the truths of Natural Science. Objects, and such objects as they can gather themselves, together with a little effort on the part of the teacher, are all that are required. This teaching need not take up much of the time of regular studies. Let it be taught more as a recreation than as a task. The children will consider it recreation. We have taught in the country, and by a little effort have so aroused the interest of children that they would leave their ordinary sports to study science, would search by the hour for specimens, and bring them to us, and ask questions about them. The teacher will never need exercise much governing power when he once arouses such enthusiasm. It is much better than birch rods.

Almost every region has its fossils or minerals. The drift fur-

nishes specimens of various formations. The bowlders that are scattered over the whole of the Northern States, almost, furnish a great variety of granite, quartz, feldspar, mica, hornblende, etc. The Silurian, where it crops out, affords an abundance of fossils. Places which the casual observer would say contained nothing, when investigated will be found to be rich in specimens. There is no telling what one may find when he begins a scientific search.

Where no specimens can be found in the neighborhood, where there is nothing but alluvium, there it would be useless to teach Geology. Cabinets already arranged will not be found of much value. The children must themselves do the work of collecting, or they will take no delight in the study. But botanical specimens are everywhere found. The parts of the flower and their names may be learned by very small children; and it is just what will delight them. The older pupils may be taught how to use a key in analyzing plants. There are small works on Botany that can be had at a low price, and which bring the subject down to the capacity of the young. But only the oldest pupils will want such books, and their purchase should be optional. Should they show sufficient interest, let teachers urge upon them to get such books. The same may be said in regard to text-books on the other sciences.

Let the children collect insects, and the teacher mount them on pins in a glass case. (See articles in July, August, and October Nos. of National Normal for 1872.) They may make collections of the different varieties of wood, or of the various forms of leaves.

A knowledge of Chemistry and Natural Philosophy would enable the teacher to perform many little pleasing experiments illustrating the leading principles of these sciences. Why, the children themselves unconsciously perform experiments. What boy has not made popguns and squirt-guns, and carried flat stones with a circular piece of wet leather, illustrating atmospheric pressure?

Might not simple lectures in the morning, five or ten minutes in length, prove the most effectual remedy for tardiness? Some very beautiful and striking experiments can be performed at very little cost.

"Porter's Chemistry" will be found a useful book for the common-school teacher. With a few tobacco-pipes, old fruit-jars, etc., one may perform almost all of the experiments given in the work.

Happily the learned world is beginning to see the propriety of popularizing science. Note the efforts of Huxley, Tyndall, Youmans, and many others, to bring down scientific subjects to the comprehension of the young, and to open these fields to the investigation of all. We have advanced a great way since the time when the Bible was chained in the churches, and when none but a royal few had any business to know anything about the higher branches of education. The delightful fields where the flowers of science grow, are just as free to the humblest of God's children as they are to the favored few, who have hitherto monopolized them. The efforts of those scientists who are endeavoring to enlighten the masses by putting forth works on popular science, will be in vain, unless we give the rising generation the foundation principles of those sciences which they are attempting to popularize. How much more would these works be read by farmers, mechanics, and workingmen generally, if in their school days they had been taught the principles which these works embody, and had that love for investigation which such teaching imparts aroused in them. Why, one can scarcely take up a family newspaper but it has its column devoted to the results of scientific research. The readers of these papers would take an interest in this part, if it were not that it is almost a sealed book to them, simply because they are not acquainted with a few underlying principles.

Let us remember that the child in the cradle studies science, and not be alarmed by big words because they are applied to the study of those objects that are always around us and which concern most our happiness.

Such plans as we have been proposing will not be carried out by lazy teachers, those who teach merely for money, nor by those who teach for popularity. But honest, earnest workers for the good of humanity, will accomplish untold results.

The physical welfare of the people of this country demands the education of the young in Natural Science. The glory of

the nation and the happiness of its subjects demand this kind of intellectual culture. This is one of the live questions among educators. Let it be agitated until the prejudices of the people shall be overcome. There will be objections to the introduction of such subjects into the school-room by some parents, but they will be only from those who are yet in the backwoods. The teacher who is inspired with the love for the work, and has a little tact and energy, will soon be able to overcome all such prejudices.

What might not be done for science if the number of investigators were increased, as they would be if the proper interest were awakened among the young.

G. Dallas Lind.

USE OF TEXT-BOOKS.

I do not believe in a very early introduction of the pupil to the text-book. I believe in a thorough preparation of his mind for its use. I believe in teaching him how to use it. But when all this is done, I do believe in study, — earnest, close, profound, hard study. I think the tendency of modern instruction is to lecture the pupil to death. I do not believe in this endless talk, — this everlasting pouring-in process. You might as well attempt to fill a sieve by pouring in water, as to educate a child by talking. The true measure of instruction is not what you can give, but what the child can take, what he can appropriate, what he can make a part of his own mind. Education! What is it? A *leading* out; merely assisting the child to act for itself. Leading a child is not carrying it in your arms. When led, it goes mainly by its own efforts. So it is with the mind. The mind grows as it acts, as it thinks, — and no more.

It is easy enough to talk, and to talk pleasantly, — to interest children by talking. But this is no standard of good teaching. To awaken the curiosity, to stimulate a spirit of inquiry, to make children anxious to learn and willing to work, to form habits of correct thinking — this is the standard by which, as teachers, we must stand or fall.

The old style, and the one altogether too common at the present time, was to begin by teaching books, and to end by teaching books. In the beginning, the middle, and the end, it was words, words, words. The pupil labored, indeed, but mainly to fill his mind with useless lumber. This was an abuse of text-books; but it does not follow that they have no use. The pupil should be taught to use them properly; and then there is far more danger of his using them too little than too much.

ORDER OF INTELLECTUAL DEVELOPMENT AND GROWTH.

THIS development begins to be made manifest with the beginnings of attention. Before this, its activities are, as it were, rudimental only. There is the feeble and confused experience of pleasurable and painful sensations, blind instincts impelling to movements as aimless; but no definite experience of good or evil, and no distinct knowledge even of the simplest objects. Of this state, memory preserves no recollection, and concerning it imagination has no materials out of which to shape an image or conception. From this condition the mind awakens when some object attracts and holds its attention. The infant's power to know begins to be developed when it begins to attend. The idiot is awakened from its imbruted life by the patient appliances which invention, stimulated by love, employs to fix the eye and hold the mind. As soon as the idiot and the infant begin to notice, the vacant countenance for the first time assumes the expression of intelligence, and is lighted with the gleaming dawn of intellectual activity. Attention gives discrimination, and discrimination implies objects discriminated. The first objects distinguished are objects of sense. It is in the physical world that the soul lives for the earliest years of its activity; it is with this world that it is occupied and absorbed. The sensible objects that are first mastered are those which relate to its wants, and generally, so far only as they are related to these wants; first its appetites, then its affections and desires. With the discernment of these objects, in their relation to the sensibilities and desires,

begins also the direction of the active powers by intelligence. The sensations and feelings are referred to definite objects, they are restrained by discipline and habit, they are fixed upon one or another as an aim or goal of effort. The will must also come in, to elevate or degrade the affections in their moral life.

But though the attention is at first chiefly occupied with sensible objects, and these prominently in their relations to the sensibilities and practical wants, it is not wholly neglectful of the psychical operations and the psychical self. At a very early period the body is distinguished from the material world of which it forms a part, and the soul begins to be apprehended as diverse from the body, as soon as the purely psychical emotions, as the love of power and sympathy, or the irascible passions, are vividly experienced. Though the phenomena of consciousness, as distinguished from the phenomena of sense, are not so distinctly attended to as to be separately named or familiarly spoken of, yet a real apprehension of the soul as a special energy, capable of various psychical activities and the source of most important experiences, must very early be combined with the more forcibly discriminated apprehensions of sense.

As fast as the attention masters distinct objects, it must separate them into separable ideas or images, which are henceforth at the service of the imagination and the memory. These reappear in the occasional dream-life that begins to disturb what was hitherto the animal sleep of the infant. Memory begins to recall past experiences of knowledge and feeling. Recognition finds old and familiar acquaintances in the objects seen a second time. At a later period, imagination begins to imitate the actions and occupation of older persons, and furnishes endless and varied play-work for childhood, in the busy constructions of the never-wearied fancy; while it irradiates the emotional life with perpetual and inextinguishable sunshine.

Slowly, the rudiments of thinking, or the rational processes, begin to be learned and practised. The attention not only discriminates, but compares. As it compares, it discerns likenesses and differences in qualities and relations. These, it thinks apart from the individual objects to which they pertain. It groups and arranges, under the general conceptions thus formed, the

individuals and species to which they belong. To these activities language furnishes its stimulus and lends its aid. Inasmuch as there can be but a limited language without generalization, the infant or child is forced to think, by the multitude of words which catch its ear and force themselves upon its attention; each representing the previous thinking of other men, and even of other generations. But generalization is at best but a slow process, and the mind at first does as little as it can, entering into the meaning of words only just deeply enough to use them as instruments of its convenience or pleasure, and classifying and arranging the objects of matter and of spirit only so far as is requisite for its immediate purposes.

With classifying, are intimately allied the higher acts of tracing effects to causes and illustrating causes by effects. Then inductions are made by interpreting similar qualities and causes, as exhibited in experience and illustrated by experiments. The mind becomes possessed of principles and rules, which it applies in deductions both to prove and explain. The powers and forces of matter and spirit begin to be discerned, as the result of induction and deduction combined. The relations of these powers to their conditions and to one another, as well as to motion, time, and space, begin to be fixed and definitely stated, and the laws of matter and of spirit are ascertained in a wider or more limited range and application. Science arranges all beings and all events into the order of completed systems, by means of all the processes of thought; and the whole world of nature is recast into a new spiritual structure, under the relations by which thought decomposes and recombines its individual beings and events, as presented to observation under the relation of space and time. Moreover, adaptation and design are seen to shoot golden threads of light and order through the warp and woof of that otherwise pale and lifeless system o nature, which science reconstructs out of blind forces and fixed mechanical laws. The originating and intelligent intellect of the Eternal Creator and Designer is reached, as the first assumption and the last result of scientific thought.

Last of all, thought turns back upon itself, and critically analyzes all its knowledge, and its very power to know. It inquires

into and scrutinizes its acquisitions and its assumptions, and challenges its own confidence in its most familiar processes and beliefs. It seeks to justify to itself its acquired knowledge, its science, and its faith, by retracing, under the guidance of logical relations, every step it has taken, and every stage through which it has passed in its development and growth. It analyzes to the utmost minuteness, and abstracts with the extremest generality, till it would seem to destroy the vitality of the thinking agent by the keenness and refinement of its dissections. It lays bare the necessary assumptions, the primary and universal relations, which are acknowledged and acted upon in all observation, in all science, and in all faith. It returns home again from the unnatural course of its speculative criticism, and the constrained attitude of its critical and perhaps sceptical inquiries, to confide a second time in the knowledge and the faith which it could not but acquire and trust in its progressive synthesis, and which it now has learned to vindicate by its retrogressive analysis.

These critical and speculative processes of thought are reserved for but few of the race to prosecute. They are, however, the normal and the necessary consummation of the completed growth of the fully developed man.

THE INFLUENCE OF OUR SCHOOL SYSTEM ON NEW-ENGLAND CHARACTER AND ALL GREAT PUBLIC INTERESTS.

It has been said, and with some show of truth, that the only natural production of New England is ice, but that its manufactures include every conceivable thing, from wooden nutmegs to brains.

Anything combining utility with cheapness, from an apple-parer to a sewing-machine, is known the world over as a Yankee notion, and I wonder that no Biblical commentator has found a special reference to the universal Yankee in the text, "Man has sought out many inventions."

It is true that, by dint of industry, the scanty and sterile soil does yield some other products than ice, yet it is only by the

most persistent tickling with a hoe that it is made to smile with a harvest. Or perhaps I should rather say, using Yankee phraseology, — it is only by swapping a full equivalent of labor and dressing that the farmer secures a scanty return. The resources of New England, therefore, and those to which she is indebted for her prosperity, are not in the soil, but in the strong arms and fertile brains of her people.

Nay, even in the case of the one natural production, it was in the alembic of the Yankee cranium that ice was first converted to gold.

What had remained insoluble for purposes of pecuniary liquidation, from the beginning, yielded only to the alchemy of the Yankee brain.

Notwithstanding the transparency of ice, it was only the keen sight of our Tudors, Gages, and Hittingers that could see money in it.

That climate, soil, and other physical conditions should have produced marked peculiarities of character, might have been anticipated, though what they would be could hardly be foreseen. A weaker race than our fathers might have been discouraged, and, yielding to what seemed a necessity, might have dragged out a miserable life of poverty. In them, however, it stimulated to industry and perseverance, and developed a fertility of resource in an inverse ratio to that of the soil.

Somebody has said, that in certain parts of our country, a whiskey shop and lager-beer saloon only are necessary as the nucleus of a village. With the fathers of New England it was a church and a school-house. Around these two institutions clustered the settlers, and the germ there planted has developed into our present liberal system of public education.

From these spring our *material wealth*, our *social* and *political institutions*, and the *patriotism*, *public spirit*, and *intelligence* requisite to preserve them, and to advance the interests of a progressive civilization.

Humboldt has said that "science and manipulative skill must be wedded together"; that "national wealth must be based on an enlightened employment of national products and forces."

Our fathers may not have had this in view as the prime object

in founding our school system, but the results of New-England thrift have abundantly proved that educated labor *pays*, regarded even from a pecuniary point of view; that by utilizing all our material,— the brains of the masses, — we increase indefinitely national wealth.

This problem, then, was first solved in New England, and by our school system, — that the education of the whole people is the most important element in the material prosperity of a nation. It has become an axiom in political economy. There is no one question now exciting so much interest among educationists, both in this country and in Europe, as the inquiry how to bring our school systems into more direct relations with the industry of the people; and, though we may justly claim to have taken the lead in a general educational system, we are forced to admit that some of the nations of Europe have outstripped us in the practical character of the instruction imparted.

At the World's Fair in 1851, the palm of excellence in manufactures was, in nearly every department, awarded to England. Sixteen years later, when the nations again displayed the results of their skill and labor, England excelled only in ten of a hundred departments.

This excited so much alarm among the manufacturing interests of England, that parliament appointed a committee of investigation, and the report of the committee is equally instructive to us as to England. It is this: "That the success of the Continent was owing to its admirable technical schools; that no nation can excel in manufactures unless it provides facilities for scientific education for all that converts the mere workman into the artisan." It was this report, and the fact that so many of the foremen in our manufacturing establishments were foreigners, that led immediately to legislation in behalf of Industrial Drawing, under which technical schools are springing up in all our cities and large towns. It was seen that not only general intelligence, but technical knowledge and skill, add immensely to the material wealth of a nation. Such is the uniform testimony where "*brains* sit at the loom, and *intelligence* stands at the spinning wheel." But Mechanical Drawing is only the beginning of a course of Industrial training, which is to extend to every department of skilled labor. The establish-

ment of technical schools, whose advantages shall be accessible to every apprentice in any branch of human industry, has been strongly recommended by our Governor in one of his messages.

Such schools, where they are in operation, as in France, Belgium, and Switzerland, have already, says Prof. Waterhouse, — one of our ablest statisticians, — created a productive capital of many millions.

What, then, may we expect of them in this country, where so many great interests are only waiting for development?

But, not to dwell too long on this part of my subject, I have said that our social and political institutions, and the public spirit and intelligence requisite to preserve them, rest secure only on a general system of education.

A distinguished English writer on history in the early part of this century, attributed the lack of patriotism and of elevated sentiments, which he affirmed to exist among the people of his own country in the eighteenthc entury, to the fact that they had been engaged chiefly in the value of estates, the balance of trade, and profit and loss; and he goes on to say, that the only way in which this elevated sentiment of patriotism can be preserved among men whose minds are occupied with their bargains and their markets, the article they are to produce and the price they are to receive, is by the education of all, — by accustoming every man to interest himself in the concerns of his country, and thus giving him an idea of his social and political importance.

This was but *theory* with the philosophical Englishman. Has not the experience of the last few years in this country proved the practicability of preserving noble sentiments of patriotism, where peaceful industry and the pursuits of trade are the engrossing subjects of all classes? and was it not accomplished by the very means suggested by the writer mentioned? The quiet determination and patriotism sleeping in the breasts of the loyal millions educated in our Northern schools and colleges, were aroused by the first roar of the artillery of rebellion.

Never was there a more striking proof, in the history of the world, that peaceful industry, accompanied by intellectual, moral, and religious culture, do not render men parsimonious and effeminate, but rather fit them to become the truest and most liberal supporters, and the best soldiers of freedom and right.

The atmosphere of the workshop, the counting-room, and the stock exchange is too arid for constant breathing. Daily infusions from cultivated social life, from books and lectures, are necessary to health.

Who shall say how much the immediate vicinity of Cambridge has done to extend, elevate, and purify public sentiment in Boston? Neither the annual nor triennial catalogue contains the names of all the students educated *by*, if not *in*, our colleges.

And so, also, with our public schools. When the father returns to his family at evening, surrounded by his children, conning their daily lessons, he finds himself in a different world; and he is a wise man if he can answer all the questions that are puzzling the brains of the younger members of his household.

The common school, therefore, is not only the educator of the children between five and fifteen, but of the whole community. It is the nature of all good institutions, as well as good men, that "virtue goes out of them."

The indirect influence of our colleges is yearly recognized by honorary degrees, conferred on those who have attained excellence in some department of learning, outside the walls, but not without the aid of those institutions.

It is no less a claim of influence, on the part of our higher institutions, than a compliment to the recipients of the degrees. To many a man who never paid a tuition fee, or attended prayers in the college chapel, is old Harvard the alma mater, in a stricter sense than to hundreds whose sonship is chiefly evidenced by a scrap of parchment.

I know it is common to speak of men who have become distinguished, though they have not had the benefit of a college course, as self-made men; and this, in a limited sense, is just; but, I believe, as a class, they will be found to have as lively a sense of obligation to the great institutions that have furnished the best books in science and literature, as those more favored ones who have received instruction from the lips of tutors and professors.

If other proof were wanting that our schools and colleges do, in fact, educate the community at large to higher views and a juster estimate of life, it might be found in the fact, that the same brains that convert all our natural productions to gold, are not

satisfied till the gold itself, purged of its baser dross, is transmuted into wisdom, virtue, religion.

There is scarcely a college, an academy, an asylum for the blind, the insane, or the dumb, a hospital of any kind, or any beneficent institution, that is not a monument to the generosity of those who, by the discipline and knowledge obtained in our schools, have amassed wealth, without forgetting that the worth of the dollar consists in its exchangeable value for that which is more precious than rubies.

Hence those immense sums invested in institutions whose dividends stand accredited to the *world*, and whose accounts are audited and approved in heaven.

EDUCATION A MASTERY OVER TIME. — By the word education is meant the best training for the young with a view to their after life. We are at once brought face to face with the great question of time by this statement, what time can be given for training? Time is paramount lord of all progress. As soon as men have any time at their disposal over and above what is needed to get food, they employ it in making some advance towards a higher state of life, mental or bodily; that is, they employ it either in getting knowledge for its own sake, or for the sake of the advantages it brings. And as years pass on, there is much stored-up power which has been acquired in this way. Education keeps the key of this treasure-house. The treasure-house of time is barred and locked. Mankind have to wage a never-ceasing contest against time: first, for food and bare subsistence; then for the mastery over his more precious secrets, and to get the key of his treasure-house; and whether men make him do their bidding and give up his treasures, or follow him wherever he drags them, is no slight difference. It is the difference between being a slave in the world or a master. The progress of the world turns on this mastery over time. And this mastery over time, in its best and widest sense, is the best of education,— education is the master and keeper of time and his treasures, and all the main distinctions of man from man, and class from class, depend on it. For in a free country all classes are working classes, and the superiority of one class to another, in the long run, depends on the value of its work; and the value of the work depends on the capital, intellectual or other, required before the work can be done, and both intellectual skill and money, in the ordinary course of events, are the result of a mastery over time. And education gives this mastery. Each generation hands over much of its acquired capital to the next in this way. — *Thring; Education and School.*

Resident Editor's Department.

MEN AND WOMEN TEACHERS.

The School Committee of Newton voted to reduce the number of school districts in their town from eight to four, and that the same reduction be made in the number of male teachers. The only reason given was, that the substitution of female teachers for the discarded gentlemen would be a pecuniary saving to the town.

This radical change in the school system has called out much discussion and petitioning in the town, which, with its sixteen thousand inhabitants, distributed in eight or ten distinct villages each with its own post-office, churches, graded schools, etc., is quite unlike any other town in the State.

The "Teacher" is not the proper medium for discussing the local questions of any town even when they are educational. This matter, however, bears directly upon the educational system of our State, and, in the estimation of many, vitally affects the highest interests of our schools.

It is upon educational grounds that the question — the relative number of men and women teachers in our schools — should be discussed, and, if possible, settled. The people of Massachusetts demand the best schools possible for their children; and while they wish to practise true economy in all things, they will never refuse to appropriate money for any measure deemed of advantage to the schools.

It is not a settled question at all among educators and practical teachers, that children — boys or girls — should be more under the care of women than men teachers during the school-going age from six to sixteen. This is not a settled question; for while in every European country the number of men exceeds the women as ten to one, in Massachusetts nearly the exact reverse is true. So far as any discussion of this point has come under my own observation, whether in public or private, it has been *universally* conceded that the disproportion in Massachusetts is too great, largely accounted for by the fact that it has seemed to be a pecuniary saving to employ women rather than men teachers. How common is the remark made in the country-towns of Massachusetts, "We did not raise sufficient money to employ a good man teacher, and were obliged to take a woman." The interesting and valuable reports of Mr. George A. Walton, State agent, concerning the schools in the towns of our western counties of Massachusetts, tend to show that the schools in the outlying districts of our country-towns are inferior to those of twenty or fifty years ago, due in large degree to this wholesale substitution. Our most enlightened educators of the State, the Presidents of our Colleges, with George B. Emerson, Louis Agassiz, A. Bronson Alcott, Elizabeth Peabody, Julia Ward Howe, and others, if projecting a system of

public school instruction for the State, would probably allow two, possibly three, ladies to one gentleman, as the proportion among teachers; not a greater inequality, I am confident.

God has placed us in families; and the educating influence of father and mother is alike important with every child, — boy or girl. The careful observer may generally detect the unequal development in those children unfortunately deprived of the healthful, necessary influence of either father or mother. This question does not hinge at all upon the the woman question. If it is thought to, then the answer is, that we plead for a nearer approach to an *equality* of the sexes in the ranks of teachers. Explain it as we may, it is nevertheless true that, at present, women teachers alone do not and cannot generally exert so decided and salutary an influence upon children from ten to sixteen years of age in our schools, as gentlemen and ladies together. That the community so believe, is shown by the fact that, almost without exception, every High and Grammar School, as well as all academies and, seminaries, whether for one or both sexes, is presided over and pretty largely taught by men. The Boston Latin and English High Schools are taught exclusively by men. In the opinion of many, both those schools would be greatly benefited if accomplished lady teachers were introduced. Again, without looking to Europe, who have been and are now the great teachers and educators in our own country? In my opinion, ladies are coming and should come more and more to the front; but as few young ladies, when preparing for or entering upon the duties of the profession, anticipate or desire to teach more than two or three years at most, how can we expect such results from their instruction as from gentlemen who prepare for the profession as for a life-work? In my opinion, every child of average ability in our Massachusetts schools between the ages of ten and sixteen should come under the direct personal influence and instruction of genial, wise, and highly cultivated gentlemen teachers, at least for one course of recitation each day. As stated by Mr. Ware in his admirable address before the Boston city authorities on the Fourth of July last, our country is almost entirely ruled by politicians, and nearly all public offices are filled by demagogues, from the Senate Chamber to the School Committee; and herein is the great difficulty, which the teachers should earnestly endeavor to remedy. In Germany, boards of education, school committees, or directors are always constituted from *practical teachers*. As soon would a company of farmers or merchants be selected to examine or control a medical, law, or divinity school, as that the educational interests of the public schools be placed in the hands of others than educators themselves. This is a matter which concerns the self-respect and professional pride of teachers, and the educational interests of our State.

Our Massachusetts Board of Education, with their secretary, consists of eleven estimable gentlemen, the most of them lawyers and clergymen actively engaged, each in the duties of his own profession, with little time, and perhaps less inclination, to study the great problems of the time, relating to the education or right development of the human being, the highest and noblest

of God's creation; nor has one of them, so far as I know, taught in our public schools within the last sixteen or twenty years. Considering this condition of our educational forces, it is surprising that, instead of the German system of public instruction being superior to our own in *eighteen* particulars, as Dr. Northrup affirms, it is not superior to ours in all respects. We are verily at fault in not insisting that a larger number of ladies and gentlemen be placed upon our boards of education of state, city, and town, who have made the art of teaching and science of education their chosen and professional study.

If the above thoughts, uttered in the interests of the teachers and schools of our state and country, serve to draw attention to the subject, my object will be attained.

NATH'L T. ALLEN.

West Newton, July 9, 1873.

MASS. CLASSICAL TEACHERS' ASSOCIATION.

[Concluded.]

PRESIDENT ELIOT, OF HARVARD UNIVERSITY,

Considered it inexpedient to require the study of Greek of all pupils as a requisite for entering college. He thought there should be an option between Greek and German or French; assented to most of the positions taken by Mr. Collar; and advocated the study of German as essential to a complete education, in at least five important professions.

The Recording Secretary read the following letter from Prof. Goodwin, of Harvard College: —

CAMBRIDGE, April 9, 1873.

My dear Sir: — I am very much obliged to you for your invitation to the Association of High School Teachers (on Saturday); but my extra work this week keeps me away.

As to the question of substituting German for Greek in the preparatory course of study for boys who are coming to college, I cannot for a moment admit that there *is* any such question, however much certain people may persuade, first, themselves, and then others, that it exists. The only question that is really worth discussing, and the only one which so far as I can see is practically under discussion, is one which I think very few educated men in this country would be willing to face squarely: this is, whether we are to give up classical study as the basis of a literary education. In my opinion (and it is an opinion, I may add, which almost amounts to a certainty to my mind), the substitution of German, or French, or Spanish, or any other modern language, for Greek, even as an alternative, would prevent a large number of those who would otherwise be our best scholars, from ever beginning the

study of Greek. I know from experience the difficulty of obtaining good instruction in Greek in small towns, even in New England; and that difficulty would soon become an impossibility, if there were any alternative presented. I am sure that under such circumstances I should have come to college myself without Greek; and the authority of the college would be used to quiet all misgivings in the minds of parents or teachers by those who have the financial management of our country schools. It cannot of course enter any one's plans, that Greek will be taught in college to those who come without it. That will never be done. With the study of Greek would be swept away all the discipline and all the culture which that study supplies as a sound foundation at the beginning, and as a refining influence through the whole course, of a liberal education. How much we owe to that discipline and that culture might perhaps be better appreciated, if it should ever be abandoned, than it is now when it is a matter of course. I do not think that Latin could maintain its hold ten years as a basis of education, if Greek were withdrawn. A distinguished German scholar used to compare the Greek literature to the sun, shining by its own light, and the Latin to the moon, reflecting the sun's light after sunset. One is indispensable to the other; and above all, the sun must not be extinguished. The inferior character of the Latin in respect to discipline, — not in cultivating the memory (for which Choctaw would amply suffice), but in giving exactness to thought and the expression of thought, — coupled with the fact that Latin literature is chiefly an imitation of superior Greek models, would make the position of Latin, if it were left alone in the responsible part which it now holds jointly with the Greek, a peculiarly difficult one to maintain; and I should feel that more than half of the arguments by which I could defend its present position would cease to apply to it. In fact, I should confidently expect to see a practical end of all classical scholarship in this community, if I believed that our colleges could ever be so blind to the purposes for which they exist, as to take the first step in so fatal a direction.

I cannot conceive how any classical teacher can take any other view of the question as a whole. I can hardly bring myself to believe that any one who really understands both Greek and German can seriously talk of substituting the latter for the former. You may desire to kill Greek and to exterminate classical learning; but don't insult Greek by proposing such a "substitute." No one values German more than I do; no one thinks it more important to an educated man. But who that knows the language at all does not know that any dunce can learn it in a year so that no further discipline is possible from the study of it? I speak of it merely as a language to be learned for reading and grammatical analysis (including speaking, if opportunity offers); as to hard reading, that can be found in any language in any amount, and the chief reason why German has more than English is that German prose writers are apt to take less pains to write in a plain, perspicuous style, — a character which certainly does not recommend German for use in linguistic education. Of course, no one would dream of studying German philologically without a knowledge of Greek and Latin, as well as other ancient languages,

as a basis. Indeed, I cannot believe (until I hear of the actual existence of such a person) that any one ever proposed German as a substitute for Greek in literary education, unless he either wanted to destroy the influence of Greek and overthrow the present system of classical education altogether, or else had studied German long enough to find it rather difficult at the beginning, and imagined that it would continue so after the elements were mastered. I will add here, that the most impressive remarks to which I have listened for many years on the value of Greek and Latin as a basis of education, I heard a few days ago from a distinguished mathematician, Professor Benjamin Peirce. In fact, as all classical teachers (I trust) fully appreciate the value of mathematics as an essential complement to classical training, so among men of science, and especially mathematicians, will be found some of the strongest defenders of classical study as a companion to the stricter discipline of mathematics.

I remain, my dear sir, yours very truly,

W. W. GOODWIN.

W. F. BRADBURY, Esq.

PROFESSOR AGASSIZ

Presented his views, and asserted that all attempts to prescribe for any school as a whole the studies to be pursued, must be given up in accordance with the demands of the age, and all studies made elective.

MRS. MARTIN

Could contribute a bit of actual experience.

Ten years ago a class of girls, High School graduates, already good Latin scholars, were very anxious to study Greek. They were urged to take German instead, though left to their own choice. They decided in favor of German, and all of them in the end were satisfied of the wisdom of their choice.

MR. TETLOW, OF NEW BEDFORD,

Cordially sympathized with the general tendency of Mr. Collar's remarks, but took exception to some of his arguments and suggestions. Mr. Collar did not seem to him to have established satisfactorily all his positions. He (Mr. Tetlow) admitted that the advantage of the study of Greek over that of German as a means of mental discipline, is not commensurate with the greater amount of time required for mastering it, and was also of the opinion that students generally do not acquire sufficient familiarity with the Greek language to read it without the aid of the dictionary. He did not believe, however, that this lack of facility in reading Greek disqualified them for appreciating the excellence of the Greek literature, any more than the inability of the chemist and the mineralogist to analyze substances without the proper instruments disqualified them for investigating the laws of nature. He thought, therefore, that every liberally educated man should have a sufficient acquaintance with Greek to enable him, with the aid of the proper instru-

ment, *i. e.* the dictionary, to read in the original those works which are acknowledged models of literary excellence.

With reference to the relation of Greek to English, Mr. Collar seemed to him to have underrated the etymological value of a knowledge of the former. To say that five per cent only of the words in our language are of Greek origin, whereas sixty per cent are of German, and to argue from this that the study of German is more valuable on etymological grounds, is to overlook the real basis of comparison: this being not the *number*, but the *kind*, of words. No English-speaking person needs etymological aid to enable him to understand the meaning of such words as can, shall, will, hat, finger, home, and the like, which are fair samples of the words obtained from German sources; whereas etymological aid is invaluable in enabling the student to understand and retain the meaning of such words as amorphism, prophylactic, azoic, endogenous, etc., which fairly represent the character of the words derived from the Greek. Words of Greek origin form the unfamiliar and difficult part of the reading vocabulary of educated persons, so that some knowledge of this language seems an almost indispensable part of their mental furnishing, while the need of German is, so far as etymological aid is concerned, scarcely felt.

Mr. Tetlow concluded by recommending a reduction in the amount both of Latin and Greek at present required for admission to college, and a substitution of German and French for the parts thus omitted. He would remove from the present requirements four books of the Anabasis, six books of the Æneid, and four orations of Cicero, and thought that the time thus gained would suffice to give the graduates of the preparatory schools a fair knowledge of the grammatical principles of both French and German, and to enable them to read one or two classic productions in each language.

On motion of Prof. W. P. Atkinson, this question was laid on the table.

The 7th topic, "Natural History, — what to do, and how to do it," was then taken up.

PROF. AGASSIZ

Said that natural history was not as a general thing studied as it ought to be. The first trouble in this country was that there were no books. The books used were written by foreigners, and as a matter of course contained descriptions and illustrations of animals not familiar to either scholars or teachers. First of all, then, there ought to be books adapted to this latitude and longitude, with illustrations and descriptions of familiar objects in natural history. Specimens, too, should be provided for each pupil. Teachers could probably tell a cow from a grasshopper, could state *some* of the differences, but it was not so easy a matter to point out all the differences. Much more difficult and not less important is it to note carefully the points of resemblance. Prof. Agassiz took occasion to explain the formation of the institution on Penikese Island. He proposed to receive as pupils those who were engaged in teaching natural history, or were preparing to teach it. He closed by asking those present for any suggestions in relation to the terms of admission to this new institution.

MR. E. W. CLAYPOLE, LATE OF BRISTOL, ENGLAND,

Made a few remarks upon the method of teaching natural history adopted in England, based upon the principle of teaching rather from nature than from books. Naturalists' societies exist in every part of the country, which form, as it were, nurseries for young students, and which veterans in the cause are equally willing to join. A part of the scheme of these institutions is to plan excursions during the summer months to places interesting to one or more of the sections into which these societies are divided, — to the geologists, the botanists, the entomologists, the microscopists, or even the archæologists. These involve little expense, and can be carried out in the afternoons of days whose mornings have been occupied by business or professional labor. A party is collected with some definite object in view, and the hours are pleasantly spent until daylight fails, when a simple tea at some village inn usually completes the excursion. The materials thus collected, and the information obtained during summer days, are turned to account in short papers written by various members, and read at the meetings of the society during the winter evenings. This system prevails in all parts of England, and some of these field naturalists' clubs count among their members men well known to the world in their various departments of science. It has also been adopted by not a few of the large schools, and in some instances the pupils issue an annual report of their proceedings for the past twelve months. In the universities, too, the same plan has often been adopted, and the field excursions of that most enthusiastic and successful teacher of zoölogy, Edward Forbes, of Edinburgh, will never be forgotten by those who took part in them or witnessed them. He would lead as many as two hundred students afield to study the creatures in their natural habitats, rather than teach only by dry routine from dusty skeletons and dried specimens in his laboratory.

Prof. Agassiz added that the practice had given rise in England, where this mode of teaching was better carried out than anywhere else, to a literature the like of which could not be found in America, — a literature consisting of books for the country, the seaside, etc., companions of a holiday excursion.

The sixth topic was taken from the table, and

PROF. ATKINSON, OF BOSTON,

Opposed the substitution of German for Greek as a requirement for admis sion to college. He believed that every student should take his own course, and there should be as many doors for admission to college as courses of study. In place of an examination in Greek or German the candidate ought to be allowed, if he chose, to bring a bird and state what he knew about it, or a flower to analyze.

The greatest obstacle now remaining to the progress of true liberal education among us, is the requirement of a knowledge, or rather the pretence of a knowledge, of the Greek language on the part of all young men presenting themselves as candidates at our colleges, as an absolute requirement for

admission. Nothing is doing so much to vitiate and render nugatory the education given in our High Schools at the present moment as this obsolete requirement. If it promoted a real study of the Greek language among us, and resulted in any real general knowledge of Greek literature, it would be something; but it is notorious that it does not, but simply leads, on the part of the great majority, to an unwholesome cramming of Greek for the simple purpose of passing the examination, — a cramming which pretty much spoils the boys' school education.

The recent statement of Sir John Duke Coleridge in regard to the English boys' education is true *a fortiori* of our own: "Boyhood, youth, and early manhood," he says in a recent address before the Edinburgh Philosophical Institution, "were in fact consumed with most of us in *not* acquiring any real or competent acquaintance with Greek or Latin literature, and in carefully abstaining from any attempt to acquire anything else." He goes on to say that the days of that system are numbered, and that, for his own part, if he could prevent the result by a single word, that word he would not utter.

The testimony is valuable, coming from an Oxford graduate of such eminence. This change has just been actually carried out by the great University of London, an institution which, far more than Oxford, represents the nineteenth-century education of England. In a recent issue of the "Pall Mall Gazette" I find the following: —

"A resolution of the senate of London University, passed a few days ago, and announced in the newspapers in a paragraph of two lines, carries with it consequences of some significance as regards the secondary and higher education of English boys. Hitherto all students at matriculation have been required to pass an examination in Greek, Latin, and English, and either French or German, besides the usual elementary mathematics, history, and physics. Mr. Hutton's motion in the senate, carried, we are informed, by a majority including the chancellor (Lord Granville), Lord Derby, and Mr. Lowe, will enable a candidate to matriculate, so far as the linguistic portion of the examination is concerned, on passing in Latin, English, and any one of the three languages, Greek, French, or German, which he may select."

The new plan goes into operation at the very next examination in June. "To understand the full importance of this decision, it must be borne in mind that candidates are admissible at the age of sixteen, and that nearly one thousand young men present themselves every year." The London University is exclusively an examining body, receiving candidates from schools and other colleges in all parts of the country, and its examinations are held in the highest estimation for their thoroughness and entire impartiality. A very large number of young men go up simply to obtain the entrance examination certificate, which is accepted by a great many other examining bodies: *e. g.* the medical schools, the college of surgeons, the council of military education, etc., in lieu of their own entrance examination, or as a substitute for certain preparatory studies. The effect of this decision on the part of the authorities is likely to be as wide-spread as it will be wholesome in liberating English schoolboys from the incubus of this relic of sixteenth-century ideas. "Nothing has done more," the "Gazette" goes on to say, "to injure the minor Gram-

mar (*i. e.* classical) Schools, and to keep down the level of intelligence in them, than this pedantic fiction that Greek and Latin must needs be the staple of a liberal education in all circumstances. A very heavy price has been paid in time, labor, and teaching-power for the slender and pretentious knowledge of Greek which is attained by the boy in one of the humbler Grammar Schools." For "humbler Grammar Schools" read American High Schools, and every word is true of this country.

In the higher examinations of the London University, for the degrees of master and doctor, Greek will be required in arts alone, but not in medicine or science.

Perhaps, in looking about for substitutes, a timid word might be said, if there were space, in behalf of the English language and its literature, studies at present almost unknown among us; particularly if that eminent savant, Mr. De Candolle (quoted by Galton in the last Fortnightly Review), is right in his prediction that "English, within the next fifty or one hundred years, will be the dominant language of the world, and the one into which the more important scientific publications of all nations will, as a matter of course, be translated. It is not only that the English-speaking population will outnumber the German and the French as these now outnumber the Dutch and the Swedes, but that the language has peculiar merits through its relationship with both the Latin and the Teutonic tongues."

It can hardly be said that these peculiar merits have yet been discovered, to judge by the kind or amount of systematic and scientific attention paid to the study in our schools and colleges; but in the light of all the results of the labors of English and continental scholars, is it not time that our mother-tongue should take a somewhat higher rank as a subject of systematic instruction? It might be suggested, too, that its literature contains several works which it might, perhaps, be profitable for boys to read during the time they now spend in school in *not* learning to read Cicero and Xenophon. Would it not be worth inquiring, what amount of knowledge of the English language and of the English literature (which by foreigners is sometimes thought to be worth reading) should reasonably be required hereafter of young men of seventeen, as a preparation for a college education? I have good reasons for believing that it is more than could at present be obtained.

When classical studies shall cease to be abused as a whetstone on which to try to sharpen boys' wits, but shall be left to be pursued by minds that love them and can profit by them, I have no doubt that the much-to-be-desired result will follow, that we shall have among us a very sufficient number of real classical scholars, — a result which can hardly be said to be attained by the present system.

REV. MR. COWLES, OF IPSWICH,

Spoke strongly in favor of retaining Greek as a requisite for admission to college. On motion of Mr. Williston, of Cambridge, the vote was taken upon the question, "Ought the requirements for admission to college be modi-

fied so as to allow a candidate to elect whether he will pass an examination in Greek or German?" Yeas, five; nays, six.

Mr. Parsons, of Waltham, offered the following: —

Resolved, That it is the opinion of this meeting, that an option should be allowed between Greek and some modern language in the requirements for admission to college.

This resolution was adopted by a vote of ten to three.

At one o'clock the Association adjourned.

W. F. BRADBURY, *Rec. Sec'y.*

COURSE OF STUDY IN THE SIXTH AND FIFTH CLASSES OF ONE BOSTON GRAMMAR SCHOOL, AND THE DAILY PROGRAMME OF THE SIXTH CLASS.

Reading. (Hillard's Fourth Reader.) First term (five months), forty lessons. Second term (five months), complete the book. Commit to memory lessons 10, 35, 60, 73. Pronounce words on 32d page.

Spelling. (Worcester's Spelling Book.) First term, seventy-five pages. Second term, to 109th page.

Writing. First book, September, October, November, December. Second book, January, February, March. Third book, April, May, June. Writing lesson not exceeding forty minutes, the first exercise in the afternoon. Four lessons a week.

Geography. (Warren's Primary.) First term, oral lessons on the subject embraced first part of book, and maps of Hemispheres. Second term, North America, United States, New England, with maps of school-room, school lot, vicinity of school. New England separately and in groups.

Grammar (oral). First term, omitted. Second term, noun, article, adjective. Distinguish these in reading book. Practice in use of capitals. Two exercises a week in Grammar, not exceeding fifteen minutes each.

Mental Arith. (Eaton's.) First term, Sec. 1, and review tables, on pages 162, 3. Second term, Sec. 2, and review tables.

Written Arith. No text-book. First term, notation and numeration of numbers of six figures. Addition of five numbers, not exceeding thousands. Subtraction of numbers not exceeding thousands. Multiplication of thousands by units. Division of thousands by units. Practical questions in small numbers at every lesson. Second term, notation and numeration of numbers of six figures. Addition of numbers of unequal number of figures, not exceeding five. Substraction of numbers of six figures. Multiplication of thousands by tens and units. Division of thousands by two figures. Practical questions in small numbers at every lesson. Simple questions in Reduction in Dry and Liquid Measures and Time.

Slate Exercises. Sentences from dictation. Copying from book. Lessons in making figures. Writing letters once a week.

Music. Singing from Mason's charts ten minutes each day, immediately after opening school in the morning.

FIFTH CLASS.

Reading. First term, forty lessons. Second term, complete book. Pronounce all the words on the 32d page. Commit to memory lessons 20, 64, 68, 78, and on 197 page.

Spelling. First term, from page 109 to 137, and English abbreviations from 163 to 167th page. Second term, from page 24 to 109.

Writing. First book, September, October, November. Second book, December, January, February. Third book, March, April. Fourth book, May, June.

Composition. Letters on paper to be sent to master once a month.

Geography. First term, New England, Middle Atlantic, and Southern States, drawing maps of New England and Middle States separately and in group on slate and blackboard. Second term, Western States and Territories, and review maps of Hemispheres, North America, and United States Draw maps of Southern States on slate and blackboard. Each map study should be first from the outline map and afterwards from the book. Map questions should be recited from open book. Descriptive Geography to be read only for conversational lessons.

Grammar. First term, Noun, Adjective, Pronoun, Verb. Second term, Adverb, Preposition, Conjunction. Attention given to correcting errors in speech of pupils. Write sentences on slate illustrating parts of speech. Use reading book for distinguishing parts of speech. Two exercises a week in Grammar not exceeding fifteen minutes each.

Arithmetic. Mental Arithmetic sections 3d and 4th, and review tables on pages 162 and 163.

Written Arithmetic. Notation and Numeration of nine figures. Addition of seven numbers not exceeding six figures each. Subtraction with numbers of nine figures. Multiplication of numbers of six figures by numbers of two and three figures, with ciphers in both multiplicand and multiplier.

Division of numbers of six figures by numbers of three and four figures. Simple practical questions involved in one or two operations.

Fractions. Integers and mixed numbers reduced to fractions. Fractions reduced to integers or mixed numbers. Fractions reduced to higher or lower terms. Addition of fractions having a common denominator, or that can be mentally reduced to a C. D. Subtraction of fractions. Fractions multiplied by integers, mixed numbers, and fractions. Division of fractions by integers, mixed numbers, and fractions. Simple practical questions in fractions.

Decimals. Notation and numeration of decimals of six places. Addition, Subtraction, Multiplication. Division of decimal of three places. Combined with Interest.

Reduction. Dry, Liquid, Linear measures and Time.

Vocal Music. Singing from chart and book fifteen minutes each day ex-

cepting Wednesday and Saturday. Music charts, second series, review from one to twenty and advance from twenty-one to forty. Complete half of third music reader.

SIXTH CLASS.

Monday and Thursday. Tuesday and Friday.

From 9–9.20 opening exercise and singing from the chart. From 9.20–9.35 2d division, mental arithmetic. 1st division, study spelling. From 9.35–9.55 1st division, recite spelling. 2d division, study spelling. From 9.55–10.10 2d division, recite spelling; 1st division, slate lesson. From 10.10–10.25 1st division, mental arithmetic; 2d division, slate lesson. From 10.25–10.30 prepare for recess. From 10.30–10.45 recess. From 10.45–11.20 2d division, reading. 1st division, prepare written arithmetic. From 11.20–11.50 1st division, reading. 2d division, prepare written arithmetic. From 11.50–12 examine slates and dismiss.

P. M. *Monday and Thursday.*

From 2–2.40 writing. From 2.40–3 1st division, maps. 2d division, geography. From 3–3.10 physical exercises. From 3.10–3.30 1st division, geography. 2d division, maps. From 3.30–3.50 sentence from dictation. From 3.50–4, singing and dismissal.

P. M. *Tuesday and Friday.*

From 2–2.40, writing. From 2.40–3, 1st division, letter writing. 2d division, geography. Friday reverse the order. From 3–4, sewing.

TIME OF EACH EXERCISE.

A. M. — Mental arithmetic, forty minutes; written arithmetic, thirty minutes; spelling, thirty minutes; singing and opening exercises, twenty minutes; reading, thirty minutes; recess, twenty minutes; exercise on slates, ten minutes; total, one hundred and eighty minutes — three hours.

P. M. — Writing, forty minutes; geography, forty minutes; physical exercises, ten minutes; sentence from dictation, twenty minutes; singing and dismissal, ten minutes; total, one hundred and twenty minutes — two hours.

A. M. *Wednesday.*

From 9–9.20, opening exercise and singing from the chart. From 9.20–9.40, tables recited in both divisions. From 9.40–10.5 1st division, written arithmetic. 2d division, reading. From 10.5–10.30 1st division, reading. 2d division, written arithmetic. Recess. From 10.50–11.10, both divisions, study spelling. From 11.10–11.30, both divisions recite spelling. From 11.30–12, drawing in both divisions.

A. M. *Saturday.*

The same as on Wednesday before recess. After recess — 11.10 both divisions study spelling. From 11.10–11.30, both divisions recite spelling. From 11.30–11.50, explanation of examples on the board, or maps drawn on the board. From 11.50–12, placing and dismissal.

C.

February, 1872.

EXTRACTS.

THE ERA OF METHODS. — We have fallen upon the era of methods in American education. During the last twenty years, our system of public instruction has been groping over the perilous bridge that leads from empiric to scientific methods ; groping often in a dense fog, in the face of all the foes that can be summoned by popular ignorance and prejudice, led by people whose sole interest is to keep things as they are. It was natural that this examination of methods should begin at the base of primary instruction, analyze the mind of the child, and learn to bring it face to face with knowledge. That examination has brought us upon the highway to great and successful changes in our mental school discipline. Now we approach the more complex and important question of Methods in Moral Instruction. It is to a careful study of methods and a strict adherence to practical and natural ways of shaping character in the school-room, that we must look for a solution of this vexed theme. If the American people can be kept away from the fierce sectarian conflicts precipitated by the ultra-ecclesiastical and the ultra-secular parties in school affairs long enough to get their eye on a few principles and mature a few methods, we may hope to achieve all that wise men can reasonably expect of moral training from the state, and reconcile to our common-school system all except that impracticable squad that is the chronic gadfly of Republican society.

WHAT IS THE COMMON SCHOOL? — We cannot understand the real nature of this problem of Methods of Moral Instruction until we rid our minds of a huge drift of vague idealism concerning the province of the common school. In our American enthusiasm for popular culture, we are perpetually forgetting that the aim of our common system of state instruction is neither to develop a scholastic class, nor to work up our young friend, Jonathan junior, into a seraph. The only ground on which we can take the people's money for public instruction is that the common school is the corner-stone of our national order of Republican society. The common school-house is not a manufactory of scholars or saints, but of good American citizens. George Washington and Abraham Lincoln were not scholars ; Ben. Franklin and Andrew Jackson never claimed to be saints ; but they were all, in characteristic ways, excellent types of American citizenship. To make good American citizens of American boys and girls, we have the right to do everything a wise Republican statemanship may dictate. To make scholars, in the university sense, or to develop proselytes to any church, we have no right to appropriate a dollar of the people's money. Scholarship and sanctity alike are to be dealt with in the people's school just in the degree and to the extent that they minister to a lofty and progressive ideal of American citizenship and American character. — *Rev. Dr. A. D. Mayo.*

INTELLIGENCE.

PERSONAL.

R. F. LEIGHTON, for several years principal of the Melrose High School, has resigned that position for the purpose of spending three years in Leipsic, Germany, continuing his studies at that University. Mr. Leighton has often enriched our pages with choice thoughts; and we hope he will not forget our readers while acquiring material for fresh usefulness upon his return.

J. S. BARRELL, of Lewiston, Me., the past six years, formerly of New Bedford, has been elected principal of the Grammar School in Lawrence, succeeding Mr. Brewster, whose resignation proved to be more than a rumor, as intimated last month. Few men have had so good a record as Mr. Barrell, and none deserve a better. We are pleased to welcome him once more to a place among the Massachusetts teachers.

MR. CHAS. S. LAZELLE has been elected principal of the Lawrence High School. Mr. Lazelle was teaching as submaster in the New Bedford High School, at the time of his election, in which capacity he was very successful. He went from Bridgewater Academy to New Bedford. He is a graduate of Brown. We congratulate the school board upon so fortunate a selection. Mr. G. E. Hood, superintendent of the schools of Lawrence, is hereafter to devote his entire time to school duties at a salary of $3,000.

WM. T. LAWTON, a recent graduate of Harvard, succeeds Mr. Lazelle in the submastership of the New Bedford High School.

MISS EMELINE PARSONS, principal of the Springfield Training School, has resigned; and Miss Mary Kneill, a graduate of the Westfield Normal School under Mr. Dickenson, is elected to the position at a salary of $850.

LOUIS H. DECKER, of Newton Centre, has returned after a year's successful experience in a New York school. We hope he may be retained in our own State.

JOHN B. GIFFORD, of the Westport High School, has resigned, to continue his studies.

WM. H. CROCKER, of Randolph, has resigned the position of grammar master on account of failing health. Mr Crocker has been successful and popular in his field of labor.

LORENZO B. GRIGSON, of Foxboro', leaves the Grammar School in Foxboro', where he has been the past year, to take charge of the Randolph Grammar School.

JAMES H. LEONARD, of Bridgewater, for two years the successful principal of a Grammar School in Weymouth, has resigned, to continue his studies at Qberlin.

EDWARD P. FITTS, of Walpole, is teaching the High School in Plympton.

M. W. D. HURD has just closed a term's labors with the Dartmouth High School.

MISS MARY E. HAMMONS, of Haverhill, valedictorian at Bridgewater, goes to Middleton, R. I., as teacher.

MASSACHUSETTS.

BOSTON. — Mr. Waterman, sub-master in charge of the Washington Village School, which is now to be organized as a Grammar School, has been elected master

of the same. Mr. Waterman is a graduate of one of the State Normal Schools, and a teacher of extensive and successful experience.

THE Grammar School over which Mr. Jameson has so long and pleasantly presided, has been discontinued for want of sufficient pupils to warrant its continuance, owing to the formation of new districts, each of which has encroached upon this. Mr. Jameson received a most gratifying complimentary vote upon the first ballot for master in Washington Village. His gentlemanly withdrawal in favor of Mr. Waterman, was in striking contrast with the spirit of the age. It is pleasant to know that there remains true courtesy in some of the ranks of life.

MR. HAM has been elected to the mastership of the Lincoln School, made vacant by the transfer of Mr. Clark to the Gibson School. Mr. Ham is well fitted for the responsible work before him, and is an honorable addition to the board of masters in the city.

THE school exhibitions were never more carefully arranged or more fully attended than this year. We cannot notice them all, though we should be pleased to do so; and to select a few, when all were so meritorious, would be invidious.

MR. HASKELL, who has been abroad, is expected back in season to resume his duties as sub-master in the Dwight School.

SCHOOL matters are far from being settled. The Normal School question is another vexed question. Mr. Larkin Dunton is re-elected, by a good vote, to the mastership. Now that they have organized a school on a basis that can do much better work than ever before, it seems hardly possible that a backward step will be taken.

THE school board have passed orders asking for additional school accommodations for the Minot School, for the Dorchester Primary Schools, the Oliver Primary School, and the Washington Village Grammar School.

CAMBRIDGE. — Harvard admitted 181 students at the recent examinations.

ONE hundred and fifty candidates applied for admission to the High School. The High School of this city has no superior in the State, as regards breadth and depth of culture furnished.

CHARLESTOWN. — The school exhibitions were this year of more than usual interest and merit. One hundred and forty-seven pupils from the Grammar Schools, and three from private schools, were admitted to the High School.

MR. J. L. STANLY, principal of the Bradford High School, has been appointed sub-master in the High School in place of Mr. Brown, resigned.

MISS MARY E. FLANDERS has been appointed teacher of a Primary School.

SOMERVILLE. — The High School, taught by Mr. Geo. L. Baxter, gave its twenty-first annual exhibition. Mayor Geo. O. Barstow was present, with several prominent educators. The exercises were a mixture of examination and exhibition. The pupils did their part well, and Edmunds' band enlivened the occasion with cheerful music. Four of the graduates were admitted to Harvard College this year.

THE Grammar School exhibitions were exceedingly creditable to the city.

NEWTON. — The school committee has abolished four of the eight Grammar Schools in this town, thus increasing the size of the remaining four, and fixed the salaries of the masters at $2,200.

HYDE PARK. — It was our privilege to spend a day in the schools of this town. It is a wonder how a town so young can have a school system so perfect. There are four buildings of equal size, and the number of scholars varies but little. The four masters, Wiggin, Fellows, Brown, and Gould, are not only first-class teachers, but each has the ability and disposition to grasp the entire system, and execute it as though it were his own. Each building contains all the pupils of the district be-

low the High School grade, and from the Primary School to the graduation from the Grammar School — eight classes — the Grammar master has the entire control. The associate teachers seem to breathe in the spirit of the system, and as a result the pupils get along rapidly and yet thoroughly.

ANDOVER. — Mr. F. W. Tilton, for the past two years principal of Phillips Academy, has resigned to accept the principalship of the new High School at Newport, R. I., at a salary of $3,500. Rev. Cecil F. P. Bancroft, who succeeds him, is a graduate of Dartmouth, and was for five years principal of an Academy at Lookout Mountain, Tenn. He is at present travelling in Europe. He brings to his new field of labor, ripe scholarship and practical experience.

MR. W. W. EATON, teacher of Greek and Latin, retires from the faculty for the purpose of travelling in Germany. Mr. Edward G. Coy, tutor in Yale, succeeds him. Mr. H. P. Starbuck, teacher of the junior class, resigns to study civil engineering. Mr. John M. Tyler, son of Prof. Tyler, succeeds him.

MR. F. E. THOMPSON, for the last two years assistant in the English department, leaves to take a special course in Chemistry, at Harvard. Mr. M. C. McCurdy succeeds him. Only two of the teachers of last year remain, — Mr. La Roy F. Griffin, principal of the English department, and Mr. Taylor, teacher of the middle class.

NASHUA, N. H. — Mr. J. W. Allard, superintendent, is doing active service in the reform of the school system. Mr. E. H. Davis, his predecessor, laid a good foundation, and he is building well thereon. Mr. Huzzey, the High School principal, is earnestly engaged in the work, having made a most creditable school, but the demand is for better buildings for the lower schools.

If these workers remain long in the city, there is little doubt but ample accommodations will be furnished.

GENERAL.

THE East Needham High School has closed a prosperous year, under the management of Mr. H. B. Lawrence.

WATERTOWN is having a new High School building, retaining the present building as an L. —— Woburn has just completed a new High School house. Supt. Davis succeeds admirably in carrying out the plans of his predecessor, Mr. Emerson. He has some first-class teachers.

REV. H. L. EDWARDS, of Middleboro', has been elected superintendent of schools in Northampton. Mr. Edwards was long chairman of the committee in Middleboro'.

THE Normal School examinations were of usual interest, and as well attended as ever. We hear good reports from each, but have no specific reports from either.

THE High School graduation in Melrose was a most successful occasion. The advent of Mr. J. O. Norris, of the English High School, Boston, upon the committee, will to some extent repair the loss sustained by the resignation of Mr. Leighton, of the High School.

PROF. JOHN R. HERRICK has resigned the chair of Christian Theology in the Theological Seminary at Bangor, Me.

PROF. MARIA MITCHELL, of Vassar College, has sailed for Europe to spend the summer.

Books.

NATURE AND UTILITY OF MATHEMATICS. By Charles Davies, LL. D. Published by A. S. Barnes & Co.

We have read this work carefully, and find in it many things to approve. The closing chapters especially, on "The Utility of Mathematics," are well written, and present the advantages of a thorough study of mathematics in their true light. In discussing the order of a course in mathematics, Mr. Davies takes the ground that algebra should precede geometry, "because the elementary processes (in algebra) do not require in so high a degree the exercise of the faculties of abstraction and generalization." What those who advocate the study of geometry by children of five to ten years of age, mean by the study of geometry is the learning of the definitions of someof the technical terms used in geometry, committing to memory a few geometrical truths, and gaining a little knowledge of geometrical form. To this, we presume, no one would seriously object; but to our mind this is as far from the study of geometry as learning the definitions in a speller is from investigating the laws of psychology in which these words may be used. We think Mr. Davies is quite right in this order, viz.: arithmetic, algebra, geometry, trigonometry, surveying, etc. This naturally leads us to ask why in this book he did not preserve the same order, and discuss algebra between arithmetic and geometry. The typographical appearance of the book is excellent; though for the sake of appearance a great deal of valuable space has been sacrificed, and often the heads or statements of topics in the margin are (*more hibernico*) not heads at all; for example, on pages 252–5, though the suggestions are numbered with Arabic figures, in the margin stand the words "first," "second," up to "sixteenth." On page 172 the line reads, "Now, this analysis is perfectly satisfactory to a child," and in the margin stands "Satisfactory to a child." We do not suppose that this book was intended as a school-book, but rather for the reading of mature minds. Therefore we should consider it an improvement to reduce the number of pages to three quarters the present number, by removing the marginal heads, which occupy one inch of the four in width of each printed page. For such a book, too, we think the subject of arithmetic has been spread altogether too thin. It occupies nearly as much space as geometry, algebra, and the calculus together.

We must take exception to the classification on page 98. To make number and space the two grand divisions of quantity does not seem philosophical. Number is the representative of quantity. Numbers are "symbols by which quantitities may be represented" (page 351). "All quantity, made up of definite parts, can be numbered exactly or approximately, and in this respect possesses the properties of number" (page 258). Number, then, is not one of the two divisions of quantity. Again, on page 99, Mr. Davies divides number into four divisions, viz.: abstract, currency, weight, time; though on page 100 he gives the proper division of number, viz.: abstract and concrete. Concrete numbers would also include units of currency weight, and time; but why not also units of length, surface, volume, or any other units of whatever denomination you please? And again, do not units of currency and weight belong under space? According to United States law (1866), the new five-cent coin must weigh five grams, and must have a diameter of twenty millimeters. Now, a gram is the weight of a

thousandth part of a liter of water, and a liter is a cubic decimeter. Thus units of currency and of weight both go back to the unit of volume; and the unit of volume and of surface depends upon the linear unit. The two grand divisions of quantity are time and space. Time, therefore, cannot be one of the subdivisions of number.

We cannot see why to illustrate a principle it was necessary to introduce *all* the tables of weight and of measure. If the space thus taken had been given to a discussion of the utility of the metric system, and its great advantages over our present multiform, complicated tables, we believe it would have been wiser.

The use of the word *proportion* for the relation of two quantities to one another, though common "in popular language" (see Webster, under ratio), is not sanctioned by mathematicians generally; nor do English or American mathematicians adopt the French system of considering the antecedent the divisor. With the exception of the argument from geometrical progression, we do not see that Mr. Davies' reasoning has any weight. Ask the first intelligent person you meet, "What is the ratio of two to eight?" "Two to eight? Why, two is one quarter of eight." But, says Mr. Davies, in this case "we divide our standard." This depends upon which quantity we take for the standard. We take *the other*. Another argument, says Mr. Davies, for the French method is, that "In the rule of three, we have this clear and simple solution; viz.: that the unknown term, or answer, is equal to the third term multiplied by the ratio of the first two." Substitute *divided* for *multiplied*, and we have an equally clear and simple rule by the English method. To offset the argument from progression, we would suggest that the sign : is usually considered identical with the sign for division ÷, with the line omitted. Now no one thinks 2÷8 means 8 divided by 2. Among our own mathematicians the English method is so universal that it may be called a *convention*. Nor again do we agree with Mr. Davies in believing that in an arithmetic the rule of three should precede percentage, interest, discount, etc. It is true that examples in all these subjects can be worked by the rule of three; but we don't believe Mr. Davies himself (we have not his arithmetic to refer to) would recommend working examples in interest — not to say in partial payments — by the rule of three. This is not the way with business men. There is no more of separate analysis (see page 182) without the rule of three than with it. The reason why percentage, interest, etc., should come as soon as possible in an arithmetic is, that these are subjects which every one ought to understand. The rule of three can be applied to finding how much three sticks of candy would come to at a cent a stick; but it does not follow that a boy should not be allowed to buy his candy, reckon how much he must pay for it, and eat it too — before he learns the rule of three.

Mr. Davies says (page 244), A∝B is read "A proportional to B." We think it is read A *varies* as B; *varies* is the correct mathematical language.

All that Mr. Davies says about the accuracy of definitions is true; and yet, of two definitions, one open to criticism, the other above criticism, the former may be better for an elementary book, conveying at once to the mind of a child the intended meanng; the latter so complicated with limiting or restrictive words and phrases as to distract the attention, and leave the child in an inextricable maze. This is doing exactly what Mr. Davies assented to (page 215) "in elementary works where science has to compromise with a want of intelligence." Take this statement: "Numbers increase from right to left in a tenfold ratio." We object to any such criticism as asking (page 189), Does number, then, have a *right hand* or a *left?* The use of the word *value*, meaning a *representative of value*, we consider perfectly correct

Brevity, if the meaning is clear, even though a critic may pick a flaw, is better than prolixity.

On page 230 Mr. Davies says : "A property of a figure is a mark common to all figures of the same class." For example, a quadrilateral has two obvious *marks*, viz.: it "has four angles and may be divided into two triangles." Why not into a *thousand?*

On page 255 Mr. Davies makes a distinction between *equal*, and *equal in all their parts*, as applied to geometrical figures, using *equal* in the sense of *equivalent*, or equal in surface or volume. We like much better Mr. Davies as he appears in his Legendre, Book IV, Definition 4, where he says, "The term *equal*, when applied to geometrical figures, denotes equality in every respect; and such figures, when applied the one to the other, coincide in all their parts."

On page 268 Mr. Davies discusses the algebraic signs and asserts that "*they* (the signs) *do not at all affect or change the nature of the quantity before or after which they are written.*" This depends upon what you mean by the word *nature.* The quantity is still a *quantity* even if it does have the sign minus prefixed; but has it changed its *nature?* When a man turns from evil and seeks good, the man is still a man, but does he change his *nature?* Is heat of the same *nature* as cold? Is going up and going down of the same *nature?* Debt and credit? Poverty and riches? We are willing to admit that with Mr. Davies' idea of the word *nature* when he wrote the sentence quoted, he was right; but we are not willing to admit that it might not be equally correct to use the word *nature* in referring to the sign of the quantity, and to say that the quantity having its sign changed, changes its *nature* from plus to minus. If, before, it was a desirable quantity to have, if it would increase your property, add to your life or health or happiness, now, having changed its sign (*nature*), it becomes a thief and a robber, steals your property, takes away your life, robs you of health and happiness.

While agreeing with Mr. Davies in most of his statements, and commending his work as a whole, we could not avoid discussing a few of the points to which we take exception. We trust teachers will secure the book and read it carefully.

SELECT ORATIONS OF CICERO. Chronologically arranged, covering the entire period of his public life. Edited by J. H. and W. F. Allen, and J. B. Greenough. Boston: Ginn Brothers. 1873.

The orations contained in this volume are the "Defence of Sextus Roscius" (abridged), the "Impeachment of Verres" (*Actio Prima* and two extracts from the "Actio Secunda"), the oration for the Manilian law, the four "Catiline Orations," the "Orations for Archias, Sestius, Milo, Marcellus, and Ligarius," and the "fourteenth Philippic." Besides the "Notes," which occupy a little more than one third of the volume, there is a short "Life of Cicero," a list of all the orations that are preserved, as well as of Cicero's other writings, a "Chronological Table of Events," and at the end an index to important topics treated of in the notes.

The notes are all very good indeed, if we may judge of the whole by those on the one oration that we have looked through pretty thoroughly. There are not as many of them as are to be found in many editions of Cicero, but there is no "padding." Every remark, we think, with few exceptions, will be made use of by the student, and this is saying a good deal. It is to be noticed that there are very few long translations. Very seldom is a whole sentence translated. Translations of words and phrases, generally very well chosen, are all the help the student must look for in this direction. Much useful information is given on the special meanings of words, and many hints about the course of thought in difficult passages. The "argument" of

each oration is given with the notes. We would call particular attention to the notes on historical and archæological matters which seem to us to be extremely valuable: as, for instance, an account of the Roman aristocracy, on page 19; remarks on adoption, page 92; a description of the course of business in the senate, page 79, and the like. All these things can be found, of course, in histories and dictionaries of antiquities, but to insist, as some teachers do, on the pupil's referring to such works at every step of his progress, is to insist upon what few are likely to do, and fewer still are able to do. We can afford to help the student a great deal in such matters, and still leave him plenty of hard work to do.

Grammatical references are frequently made to Allen and Greenough's Latin Grammar. We are well satisfied that this work will take its place among the very best editions of the Latin classics. It is hard for the critic to find any fault with it that is worth mentioning.

HAP HAZARD. By Kate Field. Published by James R. Osgood & Co.

A pleasant book to take up during vacation. It may be read as its title indicates; and, with its incidents and anecdotes, will be found an interesting companion.

JOHN STUART MILL: HIS LIFE AND WORKS. A Memorial. Published by James R. Osgood & Co.

A worthy tribute to one of the greatest thinkers of this or any age, by Herbert Spencer, Henry Fawcett, Frederic Harrison, and other distinguished authors who knew him well, and whose appreciation of him shows that this man of severe critical habits had, withal, "the genius to be loved."

We confess the perusal of this memorial has invested one whom we had imaged as a kind of walking "outline of the laws of thought," with qualities which add a charm to his character. The cold severity of his thought is melted in the love he bore to his wife and friends.

SWINTON'S WORD PRIMER Published by Ivison, Blakeman, Taylor & Co.

This little book, intended for children who have gone through some reading primer, contains a good selection of common words, grouped, to a considerable extent, according to leading ideas; as "names of playthings," "things we eat," "things in the kitchen," "things worn," etc. One feature especially to be commended is the shortness of the lessons.

We don't like putting misspelled words before the eye of the pupil. We think the artist who refused to look upon a bad picture was right, and his reasons for it apply with equal force to a spelling-book. On the whole, we like the selection of words, and the general features of the book.

A CHANCE ACQUAINTANCE. By W. D. Howells. Published by James R. Osgood & Co.

The beautiful style and graphic description give an interest and charm to this book, which holds the attention without the aid of startling incidents or sensational extravagance.

The characters are well drawn and clearly distinguished. We suppose that most young novel-readers who read merely for the story, would pronounce it a failure. But for readers who can appreciate the sentiment, the style, and the nice discrimination of character, with its quiet humor and good-natured hits at Mr. Arbuton, who was not exactly Mr. Ellison's ideal of a Boston man, and still further from that of some of our Southern brethren, it will be found very interesting and suggestive.

RECREATION — THE SCHOOL STAGE.

Messrs. Wilson, Hinkle & Co. (Cincinnati and New York) have just published *Venable's School Stage*, a Collection of Juvenile Acting Plays, for school and

home. Sent by mail post-paid on receipt of price, $1.25. A fuller announcement will appear in the next number of this journal.

A GRAMMAR OF THE LATIN LANGUAGE. By G. R. Bartholomew. Wilson, Hinkle & Co., Cincinnati and New York.

This work is designed to be a complete Latin Grammar, for class use in schools and colleges. It gives the Roman pronunciation as now taught in Harvard College; it presents the inflections of verbs before the nouns and adjectives, classifying the verbs as vowel conjugations (including the A, E, and I verbs) and consonant conjugations, arranging the synopses of verbs by modes, tense-systems, and stems, and illustrating the whole subject of conjugations by numerous examples; it gives the original case-endings of the declensions, with the affixes and changes made in forming the inflections, presenting the cases in the order, nominative, vocative, accusative, genitive, dative, ablative; it does a good thing in substituting a single alphabetical list of irregular nouns and exceptions in place of the numerous scattered lists commonly given; it gives a clear exposition of modes and tenses, and presents syntax in a very compact form, free from the multitude of exceptions and observations which some grammars contain.

The book appears to have been prepared with much care. Teachers of Latin will certainly find it profitable to examine the work.

WHAT TO WEAR? By Elizabeth Stuart Phelps. Published by James R. Osgood & Co.

This is an earnest protest against the present styles of female dress, on industrial, æsthetic, and moral grounds. We wish it might be read and heeded, at least by those who are so earnest in their efforts to obtain for woman her educational and political rights. We confess that nothing dampens our ardor so much, in seeking to secure these rights, as the blind obstinacy with which even our most intelligent women follow the most unreasonable fashions. To see an advocate of woman's rights on the platform, putting one in constant fear of an accident from her treading on the yard of silk which she persists in dragging after her, is not very edifying.

While perfectly willing to give women their political rights, we believe that emancipation from French milliners and certain social laws and customs, for which men are not responsible, would do much more for the well-being of the sex, and hasten the reform sought. We commend this book to the attention of every thoughtful woman.

A TOUR OF THE WORLD IN EIGHTY DAYS. By Jules Verne. Published by J. R. Osgood & Co.

This book is perfectly unique — if we except "Twenty Thousand Leagues under the Sea," by the same author — in its subject, its incidents, and its manner of treatment. Phileas Fogg, the most imperturbable of mortals, of whom we know little except that he was a member of the Reform Club, and had twenty thousand pounds at Baring Brothers, undertakes, on a wager, to do what the "Morning Chronicle" had stated could be done, — make the tour of the world in eighty days. The suggestion that this did n't take into account "bad weather, contrary winds, shipwrecks, running off the track, and so on," was met by the reply from Fogg, that "the unforeseen does n't exist," that "a well-used minimum suffices for everything." This he proved, at least in this case, by playing off the fertility of his expedients against all such contingencies. The book should be begun early in the day, for no reader finds a place where he can stop. There is no more rest for the reader than if he were making the trip on time.

MAY. By Mrs. Oliphant. Published by Scribner, Anthony & Co.

Decidedly the best of the stories of this popular novelist. The interest of the

plot, and the well-marked and strongly contrasted characters, make it peculiarly interesting, while the quaint Scotch humor gives it a higher zest. It is a pleasant book to take to the sea-shore or the country, during the vacation.

PROF. WALTER SMITH'S DRAWING-BOOKS. Published by James R. Osgood & Co.

These books contain a great variety of excellent examples in free-hand outline, many of which are historical, the subjects being taken from various national ornaments.

The work will be one of much value to teachers, from its multitude of examples, as well as their classical character. Teachers have long felt the want of a variety of suitable examples in our schools.

As to the plan of the work and the arrangement, there is perhaps room for criticism. The small spaces to draw in, and the skeleton frame, with a half or quarter figure in print, and the remainder with pencil, by the scholar, may be a good device, where the teaching is deficient and lax, but is hardly consistent with a thorough training in the art of drawing.

In fact, good, well-trained scholars, even of tender age, need no such helps; and it may be questioned whether poor scholars would become good and proficient by such means. This arrangement seems to presume too little talent in the scholar, and is not especially progressive. This seems to be a prominent fault of the work. For example, No. 2 begins with very difficult curves; simple and compound curves, spirals, and circles on the first page, with ellipses and ovals on the second; while on the 6th and 8th are simple figures, some in straight lines suited to the smallest children.

There seems but little room for execution on some pages; others are not so objectionable on that account.

We do not understand the place for No. 1. It seems to be designed for beginners, in part, at least, — but for them it seems wholly inadequate, both in matter and arrangement.

It is deficient in simple examples in straight lines, and jumps immediately to polygons with their hard names, — a subject which should be deferred to a much later period in the scholar's development. We are confident that it is not well to bother the little ones with the hard names of science in connection with their first efforts. In short, we do not know of any place in our schools where we need or could conveniently use No. 1.

THE AMERICAN EDUCATIONAL READERS. Arranged and graded for the use of schools. Pub. by Ivison, Blakeman, Taylor & Co.

Another series of reading-books, and, judging by a pretty careful examination, we are inclined to think the series will commend itself to teachers. The motto of the First Reader, "Pictures, Words, Letters," is the true order of teaching reading, and the book is, in all respects, such that it can hardly fail to please both teacher and pupil. The pictures are excellent, both as pictures and as illustrations of the text; and the pupil easily associates the meaning of the sentences with his conception of the picture. In this way, words become to the child the signs of ideas from the beginning, and he will read well from the very fact that he understands and is interested in what he is reading. The lessons in the several readers seem to be well graded and interesting, and we have no doubt that this will become one of our most popular series of reading-books.

BOOKS RECEIVED.

THE LIBERAL EDUCATION OF WOMEN. By James Orton. Published by A. S. Barnes & Co.

LATIN PRONUNCIATION. By Walter Blair, A. M. Published by A. S. Barnes & Co.

THE UNITY OF NATURAL PHENOMENA. By M. Emile Saigey, with an introduction and notes by Thomas F. Moses. Published by Estes & Lauriat.

THE MAY AND JUNE NUMBERS OF THE AMERICAN NATURALIST. Estes & Lauriat.

THE MOUTH OF GOLD. A series of Dramatic Sketches, illustrating the Life and Times of Chrysostom. By Edwin Johnson. Published by A. S. Barnes & Co.

TRUE SUCCESS IN LIFE. By Ray Palmer. Published by A. S. Barnes & Co.

THE

MASSACHUSETTS TEACHER.

[ALBERT C. PERKINS, Editor for September.]

VOL. XXVI. SEPTEMBER, 1873. No. 9.

COMPULSORY EDUCATION IN MASSACHUSETTS.

MORE than eleven thousand persons in this State, between the ages of ten and twenty-one years, were reported to the census office in 1870 as unable to read and write, and of this number more than one half were over fifteen years of age. How much or how little is known of other branches of elementary education we are not informed.

Between 1850 and 1870, the total population of the State increased less than 50 per cent. The aggregate number of persons of all ages that could not read and write increased during the same time more than 350 per cent.

How long, with this ratio of increasing ignorance, can some of our leading journals afford to attempt to conceal our danger by sneering at those countries that are wiser in this respect than we are, as military despotisms?

It would be a waste of time, at least in New England, to argue the right of the State to levy and collect taxes for the education of the people. The corresponding right to enforce the education of the people, is neither so fully admitted nor so generally practised. The importance of public education is proclaimed everywhere. Its relation to the material interests and moral character of the people, to the preservation of our liberties and the perpetuity of our government, is urged from every platform. Yet, something is still wanting to lift the obtaining of an education above the order of privileges to be enjoyed, into the

rank of duties to be performed. The relation of intelligence to prosperity, and the relation of ignorance to poverty and crime, impose upon the State an obligation which can only be met by laws so framed and executed that ignorance itself, when not due to mental or physical weakness, shall be considered and treated as a crime.

By collecting taxes for educational purposes, the State admits and voluntarily assumes the responsibility, not merely of providing means for the education of the people, but of seeing to it that the people are educated.

The laws of Massachusetts upon compulsory education may be arranged in three divisions.

The first division is intended to prevent parents or guardians from allowing children under their care to grow up in ignorance, and requires that children, with certain exceptions, shall be sent to school three months each year between the ages of eight and fourteen years, or eighteen months in all. The second division applies only to those children that labor in manufacturing and mechanical establishments, and requires that they shall attend school fifteen months between the ages of ten and fifteen years.

The third division provides that cities and towns *may* make all needful regulations to prevent truancy, idleness, and wandering about the streets, of children between the ages of seven and sixteen years, and provides concerning neglected children under sixteen years of age.

The first division excepts from its provisions, among others, those whose parents or guardians are unable to send them to school, and those that have been "otherwise furnished with the means of education for a like period of time." This law is practically unknown to the parents and guardians of the State. A case of its enforcement has never come to the knowledge of the writer.

The second division, because of the good sense of those generally in charge of such establishments, is, to a considerable extent, complied with; it cannot be said to be enforced.

The third division is the only law we have upon this subject which is executed; and this law is executed only in a small proportion of the cities and towns of the Commonwealth.

The weakness of these statute provisions is due in part to the jealousy with which all encroachments upon personal liberty have been regarded, to the low estimate placed upon education itself, to a want of definiteness in the requirements and limitations of the law, and a want of simplicity and certainty in its execution. The law does not appear designed so much to promote education, as to prevent idleness, truancy, and overwork.

At most, it requires that means be furnished, but does not require that an end shall be attained. Public opinion, which secures at present the education of the majority, does now no more for the minority than simply remove some of the obstacles in the way of their education. It has not yet taken the form of a law in which the good aimed at is the thing required, the question of its attainment an easy one, and the immunities and penalties known and certain.

We consider our position in matters of education an advanced one, and yet our legislators have hardly ventured to treat the subject upon its own merits.

The question whether a child shall be required to attend school or not, should depend only upon its age, mental or physical condition, and the knowledge already acquired. In no case should it be made to depend upon the length of time it has already attended school, or upon where the child works, or whether he works or runs in the streets or not, nor even upon the question of whether the parents or guardians are rich or poor.

If the condition of the parent should not prevent the child from going to jail, it should not prevent him from going to school. And if the age of children was determined by the school committee in all cases in which the parents could not establish it, so many children in manufacturing towns would not pass immediately from the age of ten to the age of fifteen years, without any intervening birthdays.

If an easy graduated scale of advancement in the elementary branches of education were prepared for all minors of sound mind and body, between the ages of ten and twenty-one years, and if all such as fail to obtain from the school committee a certificate that they have attained their proper rank in this scale, were held amenable to the law as truants, if absent from school without

good reason during the sessions of the public schools where they reside, the law would be definite in its object and universal in its application. If this scale were not so extended but that it could all be acquired by the time that the studious child, favorably situated, is thirteen or fourteen years old, and if all persons who had not passed a reasonable examination in all that it required, should be held in all respects as minors until they arrived at the age of twenty-five years, the ambition of the child, the interest of the parent, the interest of employers of children, and of all political parties, would be united in securing, not merely the attendance of the child at school, but the education of the child. There would be no discrimination against any branch of industry. There would be nothing required of the children of one class that is not also required of the children of every other class. All would be interested in securing the best of school accommodations, the best of committees, and the best of teachers.

If in this, or in some better way, the gathering clouds of ignorance could be made to disappear, the census would not report so many that have passed at least a portion of their childhood in Massachusetts, and yet cannot read and write. The children would be educated, the community intelligent, and the State would be safe.

G. E. Hood.

THE ARTIFICIAL PRODUCTION OF STUPIDITY IN SCHOOLS.

An article under the above title recently appeared in the "London Journal of Psychological Medicine." It is aimed at English schools, but applies, however, with equal force to all schools. We present some of the ideas in this article, in some parts condensing and omitting, and in others quoting the exact words of the author.

In the young of the human species there are two distinct functions of the brain distinctly concerned in education. One concerns the powers of sensation, ideation, and spontaneous remembrance. This belongs to the lower animals as well as to the human species.

The other concerns the powers of *recollection*, comparison, reflection, and volition, attributes essentially human, or at least possessed by men in common with higher intelligences alone. The powers of sensation, ideation, and spontaneous remembrance, possessed by the lower animals, are sufficient to explain all the particulars of their conduct.

The education of a child may be conducted in the direction and to the extent in which it is possible to educate a horse, a dog, or an elephant, without arousing any faculty distinctly human.

Observation teaches that it is far more easy in some children than in others to carry instruction beyond the sense perceptions, and to call the intellect into activity; but it teaches, also, that the supposed difficulty often arises from an improper selection or application of the means employed, and is simply a failure to open a lock with a wrong key. The apparently dull child not unfrequently receives the necessary stimulus from a trivial circumstance, from a conversation, a book, or a pursuit, and may grow into a gifted man.

Upon testing the educational systems of the present day, even by the most elementary principles of psychology, it becomes apparent that a very large number of children receive precisely the kind of training which has been bestowed upon a learned pig. Teachers who have studied at all the operations of the mind, realize the existence of a kind of learning which is sensational alone. The power of intelligent attention may be aroused in the child by care, and perfected by perseverance; but the natural inclination is towards a rapid succession of thoughts, variously associated and remembered in their order, without being understood. In schools, under the pressure of the popular demand for knowledge, it is common to accumulate new impressions more rapidly than they can be received, even by children who have had training at home in the right use of their faculties. The work laid down can often only be done by means of that promptitude which belongs to instinctive action. The child who uses his sensorium to master the *sounds* of his task uses an instrument perfected for him by his Creator. The child who uses his intelligence must perfect the instrument for himself; must grope in the dark; must puzzle, must catch at stray gleams of light,

before his mind can embrace the whole of any but the simplest question. The former brings out his result, such as it is, immediately; the latter by slow degrees. The former is commonly thought quick and clever, the latter slow and stupid; and the educational treatment of each is based upon this assumption, widely as it often varies from facts. The child whose tendency is to sensational activity should be held back, and be made to master the meaning of everything he is allowed to learn. He is usually encouraged to remember sounds, is rushed forward, is crammed with words to the exclusion of knowledge, and is taught to consider himself a prodigy of youthful talent. The child who tries to understand his lessons should be encouraged, supplied with food for thought, of a kind suited to his capacity, and aided by a helping hand over the chief difficulties of his path. He is usually snubbed as a dunce, punished for his slowness, forced into sensational learning as his only escape from disgrace. The master, in many cases, has little opinion in the matter. Children are expected to know more than they have time to learn; parents and examiners must have show and surface,—things only to be purchased at the expense of solidity and strength. A discreet teacher may often feel sympathy with the difficulties of a pupil; but the half-hour allotted to the class is passing away, the next subject is treading upon the heels of the present one, the child must complete his task like the rest, and so a budding intellect is sacrificed to the demands of custom.

Among the children of the educated classes the circumstances of domestic life usually afford to the intelligence an amount of stimulus, which, if not of the best possible kind, is at least sufficient to compensate in some degree for the sensational work of school. The easy nursery lessons of the pre-scholastic age, the story-books of childhood, the talk of parents and friends, all furnish food for leisurely reflection, and serve to suggest those strange questions that are one chief evidence of thoughtfulness in the young. Minds thus prepared may often flourish in spite of subsequent excessive teaching; and by forgetting nine tenths of what has been learned, may find it possible to understand the rest.

In what are called elementary schools, however, we do not commonly find this accidental provision against the paralyzing

effects of the prescribed routine. There is in the pupils an absence of intellectual cultivation, together with a sensational acuteness which arises from a habit of shifting for themselves in small matters, which is forced upon them by the absence of the tender and refined affection that loves to anticipate the wants of infancy. They go to school for a brief period, and the teacher strives to cram them with as much knowledge as possible. They learn easily, but they learn only sounds, and seldom know that it is possible to learn anything more. In many cottages there are children, who, as they phrase it, "repeat a piece" at the half-yearly examination. They will learn for this purpose a passage in any foreign language as easily as in English, or learn an English passage backward, if told to do so. In neither case will there be any curiosity about the meaning.

The teacher explains what they repeat, saying this means so and so, and the pupils have sufficient sensational acuteness to remember the sounds he utters, and to reproduce them when called upon. They do not usually understand what "meaning" is. An urchin may be able to say correctly that a word pointed out to him is an adverb or a pronoun, may proceed to give a definition of either, and examples of instances of its occurrence, and may produce an impression that he understands all this; when the truth is, that he has only learned to make certain noises in a particular order, but is unable to say anything intelligible about the matter in language of his own. He may repeat the multiplication table, and work by it, saying that $7 \times 8 = 56$, without knowing what 56 is, or what 7 times 8 means. He knows all about 7 or 8, not from schooling, but from the lessons of life, — from having had 7 nuts or 8 marbles; but of the 56, which is beyond his experience, he knows nothing. The nature of the mental operations of such children is as little known to the teacher as the nature of the mental operations of the inhabitants of Saturn. Adults distinctly understand a thing which they feel to be very easy, and do not know that any children can talk about it correctly without attaching an idea to their words. They often think the teaching satisfactory which enables the pupils to explain things in set phrases. They do not realize the possibility that the explanation may be as little

understood as the statement which it explains. Such, however, are too frequently the actual results.

Reference has been made incidentally to the learned pig, and to the parallelism between its training and some kinds of human education. Persons familiar with the tricks taught to animals are aware that these may all be described as muscular actions, performed each consecutively to its proper signal. On hearing the finger-nails of the master click together, the animal does something in obedience to the sensation,— nods its head, or shakes its head, or stands erect, as the case may be. It has no idea that the nod is an affirmation, or the shake a negation, and probably has no thirst for knowledge about the matter, being content to play its part correctly, and to escape the whip. In the case of children the medium of communication is different, and the kind of response is different, but the faculty in action is commonly the same. The words of the pig's master are mere by-play, intended to amuse the audience, and the signal is conveyed by other sounds. The words of the human teacher, or examiner, his questions, for instance, are the signals to the child, each requiring its appropriate answer; but, like the signals to the pig, they are aural sensations, capable as such of producing muscular action through the medium of the sensorium alone. The responses of the child are in words; that is to say, in sounds that he has been taught, and that he remembers, but of which he need not understand one iota in order to repeat them, any more than the pig need understand the affirmative or negative character of its nod or shake. In the human species, articulated speech is an act analogous to locomotion, requiring the combined and harmonious working of several muscles, and the guidance of sense, but in no way essentially connected with the intelligence; and the child may make the right noises in the right order, just as the pig does not *nod* its head when the signal requires it to be shaken.

The effect of purely sensational learning will be to stimulate the nutrition and increase the vigor of the sensorial tract of the brain, at the expense of neighboring and related organs; the tendency to predominance of the sensorium will be increased absolutely by direct excitation, and relatively by neglect of the intellect and volition. The sensations by which the stimulus has

been given will not be long remembered, being superseded by fresh ones arising out of events, as the apparatus of the gymnasium would be superseded by the instruments of actual conflict. With the exception of being, perhaps, able to read with labor and to write with difficulty, the pupils must not be expected, six months after leaving school, to possess any traces of their education, beyond an invigorated sensorium and a stunted intelligence.

Now, when it is remembered that present sensations are the source of the least exalted kinds of animal gratification, and that sensations, either present or remembered or conceived, when combined with a feeling of pleasure or pain, constitute the emotions which so powerfully influence human conduct, it must be admitted that the sensorium is the seat of development of those passions and propensities which society, for its own good, is compelled to keep in check, and which every consideration of right teaches individuals to subdue. When, therefore, we reflect upon the operation of predominant emotions in producing, among other evils, chorea, hysteria, epilepsy, and insanity, or when we consider the aggregate of misery produced, especially among the less cultivated, by the unbridled indulgence of various appetites, we cannot concur in the propriety of a system of education which has a tendency to raise the source of these emotions and appetites to an undue and unnatural prominence. We meet so many examples of habitual non-reflection in young people, who six months ago were among the most glib and fluent pupils of some sensational school, that we fancy we can recognize a kind of stupidity thus induced, and can distinguish it from anything of the kind that is purely natural. We should be disposed, on the whole, to seek the *rationale* of many educational failures rather in a partial and misdirected training of the intelligence, than in its complete suppression. The pupils mix intellectual and sensational acts, not in their proper relations with each other, but in a jumble. Comprehension is brought to bear upon everything that is easy; while a difficulty of any kind is committed to the safe-keeping of the sense perceptions, and the explanation of it is only remembered. Hence arises a habit of resting upon imperfect knowledge, and a habit of loading the

memory by the aid of faulty associations; and these habits, in their turn, are the sources of the lively, superficial stupidity which is so common among the better classes. The sufferers from it form that great public to whom are addressed quack systems of medicine, and elaborately-argued advertisements of bitters and pills. For their especial behoof bubble companies are formed, and upon their weaknesses innumerable impostors thrive. Their deficiency is this: that having been permitted from childhood to do many things superficially and with inexactness, they have forfeited the power of arranging their ideas with precision, or of comparing them with caution. They can, therefore, scarcely be said to possess any assured convictions or rooted principles of conduct.

Towards the carrying out of any improvement in education, the first step must be to demand from teachers, either a knowledge of mental philosophy, or, at least, of a scholastic art founded upon the principles which mental philosophy would inculcate. We believe this demand must inevitably be made in the progress of time; it would be greatly promoted if the medical profession would recognize and strive to impress the distinct bearing of physiology upon the development of the mind, as well as upon that of the body.

The practical difficulties, which it is easy to foresee, all resolve themselves into one. An inquiry after intelligent and intelligible teaching has not yet issued from the public. They are content with something else. Whenever this contentment ceases, the means of supply will spring out of the want; and until then, let individual parents remember that they may accomplish much by encouraging in their children a spirit of curiosity and a habit of comprehension. Whether the fire of intellect shall blaze or smoulder, will depend in many cases upon the manner in which it is kindled; and this kindling is among the things that can be done most effectually under the mild influences of home. The constant appeal to memory and the ignoring of the judgment is paralyzing the intellect of thousands of the young. Under the rattle of their swift talk and the apparent smartness of manner, often assumed, there is a stolid, stupid brain, which the school never awakened into life, or touched.

TECAHING HOW TO STUDY.

WE can all of us call to mind failures in school that befell us because we did not know how to grasp our work. We groped blindly in the dark, though there was light enough which we could not find. We can see where a few words of suggestion would have lighted up many weary days of study, and made that a delight to us which was at times an irksome duty. Now teachers have something to do besides inciting to work and drawing out the results of past study. We must guide, warn, and instruct in processes of study, if we are to do the most possible for those under our charge. Just as a mechanic teaches the apprentice how to use the chisel, saw, and plane, or the drill-sergeant shows the recruit how to handle the knapsack and musket, so we are to teach pupils how to make profitable use of the apparatus for study which we place in their hands.

A child nine years old, who knows the multiplication table and can read pretty well, is going to begin written arithmetic. He brings his new book to school. His class is brought before the teacher, and is told to get the first two pages for the next day's lesson. And they are, with no note or comment, sent to their seats to get their lessons. They find words whose meaning they cannot understand; they see a discussion of some abstract principle wholly beyond their comprehension; they can make no sense of it; the lazy ones give it up, and the diligent try to commit the words to memory. The recitation, when it comes, is a mere answering of questions found perhaps at the bottom of the page, or a repetition of the words in the book. So pupils drag on through term after term, and do not know at all what they are about. Now this is not teaching. It is all a sheer farce. It is not the fault of the book at all that the pupil does not understand the subject when he has committed the book to memory. No book can possibly be written that can convey to the mind of a young person an adequate idea of the first principles of arithmetic or grammar, or any one of the natural sciences. It is the business of the teacher to interpret the book to the learner. So, instead of assigning a lesson and leaving the child to work upon it with no explanation, he ought to read the book over with the learners,

call up the meaning of every word, explain and illustrate the meaning, point out the main principle, and show how to get at that principle from the language of the book.

In the first ten lines of one of our best arithmetics are these words: *science, art, computation, unit, collection, employs, operations, different, combined, variously, expressing, relations, figures, symbols, notation, numeration, giving rise.* It is no objection at all to the book that the pupil does not know the meaning of these words; it is a great objection to the teacher that he does not always take time to explain the meaning of the words before he requires the pupil to commit them to memory. We want to teach how to study intelligently, how to gather up all valuable material that lies in the way, and apply it to their own culture. You can put a man in the cars, close the blinds, and send him from Boston to Springfield in three hours. He has gone his journey and reached his goal, but he could n't find his way back, nor could he describe any of the country he has passed through. But put him where he can see all about him, tell him what the varying surface of the country means and what the population are about, and he is in the way of making some fresh discoveries for himself, in addition to the knowledge thus acquired. Many youth go through school boxed up in a car; in the din and rattle they don't know where they are, or which way they are going, and when they reach a stopping-place they know it only because they are told of it. Every lesson should be carefully scanned by the teacher before it is assigned. Frequently it will be best to omit something on account of lack of time, or the incapacity of pupils; this should be pointed out. There will be need of explanation of certain hard words and obscure passages; this explanation should be given; the lesson will often be studied to the best advantage in an order different from that laid down in the book; there will be need of some hints about the best way to come at the lesson and the time that ought to be given to it, and many other things that will suggest themselves to the teacher. In many branches a fourth part of the time devoted to the recitation can in this way well be given to a preparation for what is coming.

To what is here recommended it will be said, in objection, that there is discipline in finding out for ourselves the best methods,

and moulding our obstacles into implements without help or advice from others, and that this helping process weakens the pupil and destroys his self-confidence. It is not proposed to lower any standard of diligence or thoroughness or self-reliance or self-restraint. It is only pleaded that the best path of the pupil ought to be pointed out for him, and that he ought not to spend the best years of his life in merely feeling after it. Besides, with the help here advised, there is quite as much scope for invention and incentive to progress as there is when but little help is given, and more too. The inventive genius of the present age is quickened by the fact that men are born into a world of rapid progress, and early made familiar with things that would have astonished their grandfathers beyond measure. If we want a boy to become a skilful artisan, we place him where he will see most of those things done that he is to learn. This leads him to the greatest acquisition and skill; so let us set our pupils where they can see what has been done, and what remains to do, describe the field in which they are to work, and guide them over it; direct them to hard work and patient investigation; but let this work, this investigation, carry them forward as far as possible, instead of simply bringing them to the entrance of the way they are to tread.

ENGLISH PRONUNCIATION.

In the study of a foreign language, we at the outset want to get the correct pronunciation. We ask a foreigner about the sounds of vowels in his language, and the effect of various combinations of letters, and we expect him to give us full instruction on these points, if he be a man of any culture at all. We should not call him a French or German scholar who cannot tell us how to utter common words rightly. Yet there are many Americans, called educated, whose practice in this matter is slovenly and vicious; who have never given to the sounds of their own language the attention which is thought to be indispensable as a first step in learning other languages. In our schools, the accuracy required in speaking does not equal that required in spelling, though the spoken word falls upon the ear ten times while the written word

meets the eye once. To pronounce m-o-r-n-i-n-g *mornin*, is not thought to be such an offence as to omit the *g* in writing the word.

To show how wide-spread a bad utterance is, I will mention a few words more often wrongly pronounced. The list is short, but might be much extended. That pronunciation is questionable which has no support from our best speakers, and no authority quoted in its favor by Webster or Worcester.

The word *whole* is commonly spoken with the short sound of o; *what* without the aspirate; *finances* with the accent on the first syllable; *accent* (the verb) with the accent on the first syllable; *often* with the t sounded; *road* with a peculiar sound of the diphthong, not properly found in the English language; *won't* (contraction of will not) with the short sound of o; *just* as if spelled *j-e-s-t; them* as if spelled *u-m*.

Take these nine words: *whole, what, finances, accent, often, road, won't, just, them*, observe the frequency of mispronunciation, try to make your pupils give them rightly, drill them for months, and you will be convinced that it is best to make pronunciation a prominent thing in the instruction of the Primary School, and to continue it through all subsequent grades.

The pronunciation of words adopted from other modern languages, is, through a taint of pedantry that affects almost all of us, more likely to be made a test of good scholarship than the utterance of common English words. I have known people who blunder on all the nine words mentioned above, to criticise severely *röûte, dē'pōt*, and other similar words. They strain at a gnat and swallow a camel. Better let these foreign words follow the English analogies, and utter native words well, than thus to stickle for foreign vowel sounds, to the complete neglect of words in use every day.

Teachers of elocution in our schools of theology and law are often employed. It might well be supposed their work would be to give the finishing touches of training to men who have passed through the secondary school and college. Instead of this, however, the work at first often consists of strokes preliminary to a beginning. Many an hour is spent within the lecture-rooms of the college and seminary, in work which might far better have

been done in the Primary School, teaching men how to pronounce common English words.

It is chiefly because of the difficulty of correcting a bad habit that an early thorough beginning is urged; another reason is, that no habits of speech formed in later life can have the ease and grace that belong to those first acquired. When the practice of childhood has been displaced, there is likely to be an apparent consciousness of effort, such as is exhibited by a man who walks with a wooden leg, and the spoken words have what Hosea Biglow calls "the prison dress which they wear in the dictionary." Perfect ease and naturalness can only come from good training in the Primary School, and there this subject ought to receive the most attention. An Athenian audience would hiss down an actor or orator who made mistakes in quantity. We may not exhibit our displeasure in the same way, but we ought to be equally unsparing of the preacher or lecturer who insults his audiences by a boorish pronunciation. Holmes tells us: —

"Learning condemns beyond the reach of hope
The careless lips that speak of sŏap for sōap;
Her edict exiles from her fair abode
The clownish voice that utters rŏad for rōad;
Less stern to him who calls his cōat a cŏat,
And steers his bōat believing it a bŏat;
She pardoned one, our classic city's boast,
Who said at Cambridge, mŏst instead of mōst,
But knit her brows and stamped her angry foot
To hear a teacher call a rōot a rŏot.

. . . . . .

Do put your accents in the proper spot;
Don't, — let me beg you, — don't say 'How?' for 'What?'
And, when you stick on conversation's burrs,
Don't strew your pathway with those dreadful *urs*."

It is a good practice in school to give encouragement to pupils who will detect errors in the pronunciation of their teachers. This is one of the things for which it may not be amiss to offer a prize. If every pupil who knows how to use a dictionary were required to keep one in his desk, and then a reward were offered to the one who should discover the most blunders in his teacher for a year, or a term, it would sharpen the observation of pupils, and startle not a little some careless teachers. The priggery thus

caused would soon be outgrown, but the habit of good utterance would last a life-time.

By a lack of care in pronunciation, the vigor of our language is impaired, and one way opened for weakness and decay to creep in. We see this more distinctly, to be sure, in the wrong use of words, than in the wrong utterance, as in the breaking down of the distinction between *here* and *hither*, *there* and *thither*, *shall* and *will*, *would* and *should*, whereby our mother-tongue has been greatly emasculated. Still, the forms and idioms of our speech are somewhat in peril from a corrupt enunciation. A word or phrase will often be received on trust as meaning something about right, when it has been so mutilated, clipped, flattened, and debased, that the man who first gave it currency would fail to recognize it. Many of the English peasantry render the phrase "I thee endow," in the marriage service, by "I thee and thou." Saint Dacre [or San Dacre], the name of a parish in Derbyshire, is known as Sandy Acre. Boulogne Mouth, the name of a tavern, is called the Bull and Mouth. La Belle Savage, an inn leased by Mrs. Isabella Savage, is called the Bell and Savage. St. Catharine on the wheel, the cat and wheel. The Bacchanalia, the Bag of Nails. St. Mary on the Bourne, Marlybone. The Old Bourne, Holborne. "God encompasseth us," is said to have been so far changed as to go by the name "Goat and Compasses." The names Punch and Judy are believed to have been derived from one of the old mystery plays, in which appeared the characters Portius and Judas. The name of a steamer on the Mississippi, La Belle Creole, degenerated to The Screech Owl.

Anything which tends to degrade the form of a word often does much towards destroying its meaning. In a disposition to follow the best standards, there is a conservative force which will act strongly to keep the purity of our native tongue.

Of course there must be some changes in pronunciation, arising from a tendency to make vowel sounds in words of recent foreign derivation conform to the prevailing English sound.

Thus the word once called *oblĭge* is now almost always called *oblīge; oblĭque* has more than half gained a foothold as *oblīque*. Language is a thing of growth, and there will inevitably be

changes in pronunciation as well as in meaning; but even a superficial observer need not be in danger of confounding the natural outgrowth with the unsightly deformity, or of failing to discriminate between the change which is according to the laws of growth, and those innovations which set all law at defiance. The dictionary should be our constant hand-book, and all doubtful cases referred to it. Miss Edgeworth, in speaking of a dunce, caps the climax of his dulness by saying that he could never be taught to look out a word in the dictionary. Many who often use this book, seldom take in a tenth part of what is given about derivation, meaning, and pronunciation.

It is not safe to follow implicitly any of our public speakers. Glaring errors have come into use through practices that have sprung from the conceit of some popular lecturers. There is likely to be some peculiarity in the vocabulary of almost every public speaker, so that from twenty different men one might cull a fantastic dialect.

There is a disciplinary influence in accurate speech which ought not to be left out of account. A slovenly utterance is demoralizing in its effect upon a school. The fate that overtook forty-two thousand men at the passages of the Jordan, because they could not say shibboleth, will not probably in our day fall upon blundering speakers. But consequences not trifling follow careless usage. The steps are short from carelessness to coarseness, from coarseness to vulgarity, and the taint of the dialect may be transmitted to the taste and somewhat to the character.

OBJECT TEACHING.

IT is not easy to see why the term "Object Teaching" was ever necessary. Does it mean anything more than "Illustration"? If so, what is it? I have heard many lectures about it, and read books, but cannot make anything more of it. Young teachers get the impression, sometimes, that it forms a system of practice by itself, like allopathy or homeopathy in medicine; whereas the fact is, that it is a mere incident in the most successful instruction. To give instruction by every means possible — through the eye, the ear, the sense of touch, as well as by abstract reasoning — is to

practise "object teaching," a term of which there was never any need, and which designates nothing new. The discussion of the subject for the last twenty years has given shape to public opinion, which is still progressing in this matter. This is specially manifest in the natural sciences. The chemist is beginning to see that he can instruct well only so far as the learner himself works out in practice the problem set before him. So, too, in physics and botany; time spent in learning the mere description of flowers, or in the abstract discussion of physical principles, without any visible application of them, is for the most part wasted. A boy with a corked bottle, rubber tube, and pipe-stem, and a few hours of oral instruction, would be more likely to make himself in the end a philosopher, than the boy who has merely committed to memory the latest and fullest work on physics. The boy who can take his knife and tell the main facts about an apple-blossom as he cuts it apart, is more likely to become a botanist than he would be if he knew every plant by heart, but had never dissected a flower. The attempt to illustrate to the senses is doubtless often carried too far, and the explanation may be more difficult to comprehend than the subject which it is intended to illustrate. There needs to be training in dealing with things in the abstract as well as in the concrete. Grammatical diagrams, for instance, with their loops and links and outlying squares, are harder for a beginner to master than the structure of the sentence would be without them. A part of the so-called object teaching is the attempt to transfer mental work from the brain to the fingers, a thing which cannot well be done.

The first efforts of a young teacher to depart from the book and give original illustrations will not always be encouraging. There is nothing in which more progress can be made by the teacher than in the power to give illustrations aptly and forcibly, and nothing in which persevering practice is better rewarded. The beginner will be disheartened at times, but let him not on that account give up his purpose.

He cannot do *everything* as well as some of the talkers at Teacher's Institutes can do *one* thing. There is one lecturer who is always upon the map of South America; another confines himself to coral islands; another opens his lips only to show how to

count ten; and another still dwells with constancy and affection on the multiplication table. Now, when one of these lecturers says that no one is fit to teach until he can give object lessons in every branch, and that the lesson ought to be given with the fullness and fluency exhibited by the lecturer himself, young teachers at once feel abased, and say: "Then it is of no use for me to teach; I could do that in some few things, but not in everything." Very well; probably that is all the lecturer himself can do. A short time since, a woman connected with a Normal School was addressing a meeting of teachers in the State of New York. She purposed to give an object lesson to a class of boys who had been brought in for her to use. She said that every teacher ought to have resources for illustrating all subjects that came within the scope of his work, as an example of how the thing should be done. She would take,— well, as the objects happened to be right at hand, she would take the definition of *transparent*, *translucent*, and *opaque*. She took up from her desk a piece of clear glass, a piece of ground glass, and a piece of slate; and fixing her eyes upon the class before her, was about to begin, when one little marplot, who had heard this lecturer before in a neighboring town, raised his hand and said: "I know all about it, I heard you tell that the other day;" and then he repeated the substance of her illustration. From her opening remark it was expected that she would draw something else from the treasury of her rich imagination; but she did n't. She gave her lesson pretty much as the boy had done, but she left on the minds of her audience the impression that she could n't do much besides that.

Don't be discouraged, then, because some lecturer says that a person who knows no more than you do, or who is no more ready than you are, is n't fit to teach. Begin with simple matters that you can illustrate clearly and briefly; the work will grow in your hands until you can direct it skilfully and well.

CONVERSATIONS IN THE PRIMARY SCHOOL.

In the prospectus of a foreign school there is laid down with minuteness a prescribed course of study. Here is a quotation from the beginning of it:—

"Infant School.—Reading and spelling words of one syllable, conversations, with corrections of colloquial errors.

"1st Form. Reading and spelling words of two syllables, copying correctly from books, writing from dictation short and easy sentences, conversations.

"2d Form. Advanced reading, spelling, and dictation, recital of anecdotes, comparison of words with one another."

One thing noticeable about the course of study is, that conversation is recognized as a means of instruction, and has a prominent place assigned to it. We infer that pupils are taught to talk correctly by the example and precept of the teacher applied directly to talking; and also, that this is made the means of conveying information to the pupil, sharpening his wits, and educating him. There is nothing that could more profitably be introduced into the Primary Schools of our own State, and made a considerable part of the work of all teachers. The conversation must not be *to* the pupils, or *at* them, but *with* them; this must require great tact, ingenuity, and freshness of invention. The ordinary teacher might possibly take a class of ten or fifteen pupils, and converse with them twenty minutes once a month. But there is needed for this purpose one who can renew the exercise every day, and lead the children to participate in it with zeal.

We observe, with perplexity, that most boys and girls, twelve to fifteen years old, are not easy to get at. They are apt to be shy, evasive, reticent. They imagine a gulf between themselves and their teachers, and are inclined to keep on their own side of it. They can gossip and babble fast enough; few of them can talk. This is manifest whenever the attempt is made, at the beginning of a recitation, to get them into an animated conversation about the subjects they have studied. Still it is possible to bring them into it, and the teacher ought to do it. The earlier a beginning is made the easier it will be. Scholars will often look astonished and bewildered when a teacher comes over to their side of the gulf, and instead of throwing questions at them, talks

with them. The reserve may be thawed away. Time, patience, and constant effort will secure increasing good results, and the hour of recitation may be made a social one on both sides.

Formality must be avoided. Anything like a set exercise chills the spontaneity of childhood into silent propriety. The teacher must make the most careful preparation; but so far as the pupil is concerned, the conversation must rather happen than result from any previous plan.

It is not advised that the course here recommended should make the greater part of the means of instruction, but only one part of it. Some of the advantages of it are, that it removes the constraint that often wraps a child and fetters him in school, and leaves his mind to act with greater freedom. It teaches the pupil to talk, and leads to the correcting of common colloquial errors. It teaches to think in some kind of logical order; for one cannot talk well unless the thoughts flow freely and with regularity; it brings the pupil and teacher into sympathy with one another, and when well done, strengthens the personal influence of the teacher.

GRAMMAR MISAPPLIED.—"As an instance of another kind of intellectual difficulty which is probably more weakening than bracing, we need only recall to mind the hours and days which boys of nine and ten years of age have been required to spend in learning in a semi-barbarous jargon the abstractions of grammar, which are quite unintelligible to them at that age, and which, in so far as they have made any meaning at all, present little difficulty to a mind that has reached the stage of understanding abstractions. It is quite right to train even a young boy to encounter difficulties suited to his age; but this discipline is adequately secured by the necessity of learning accurately the forms and inflexions of the language he is studying, and of practically observing grammatical laws and distinctions in interpreting, with the help of a few simple rules, the sentences of an ancient author.

"The conclusion to which we come on this point is that there is no value whatever, but rather a great hinderance, in the unmeaning and unnecessary difficulties with which classical studies have been too much encumbered; that it is the duty of every teacher to do his best to clear them away; that he should keep steadily before him the aim of awakening in every one of his pupils the power of independent insight into, and sympathy with, the various modes in which the spirit of antiquity realized itself; and that he should strive to attain this result neither by the largest and most difficult, nor by the shortest and easiest, but by the surest and most intelligent process."—*Prof. Sellar, Prof. of Humanity in the University of Edinburgh.*

Resident Editor's Department.

SCHOOL SESSIONS.

I. In making our plans for school work, we ought specially to aim at that method which is best adapted to secure good health. Pupils should, if possible, be kept in good physical and mental condition; when they are required to study, their bodies should not be exhausted by long confinement, nor their minds bewildered by prolonged application.

II. For persons under eighteen years of age, short alternate periods of rest and work are better than long and exhaustive periods of work, followed by long seasons of rest.

The above postulates are old and trite. They have been proclaimed in our neighborhood for a quarter of a century, and longer too. Everybody acknowledges the truth of them; and yet they are every day disregarded in the management of our public schools. In many of our High Schools, the hours of each working day at school have been put into one session. Teachers come to the school-house at eight or nine in the morning and leave at one or two in the afternoon, and all they have to do with pupils, in the way of direct personal influence, is brought within the limit of five consecutive hours.

By this means High School education seems to be largely defeating its own ends, and introducing weakness and decay into the material it ostensibly aims to strengthen and refine.

Every teacher soon learns that there is a limit to the power of fixing the attention. The average of this limit can easily be ascertained. It is safe to say that three hours of close mental work is as much as men, on the average, are capable of; children and youth certainly cannot safely exceed that amount; anything beyond is a profitless weariness to flesh and spirit. This limit includes too much rather than too little. There are but few men in the world who can hold the attention of an audience of adults two hours at one time. Gough can do it; but even with his action and elocution, men sometimes drop asleep before the end of the second hour. There are but few clergymen who can preach two sermons a day acceptably, if each is an hour long. Few men, even of those most devout, can apply themselves to one point resolutely enough to take spiritual instruction in instalments of more than one half hour each. In our ordinary Sunday services, the time is broken up into brief periods. There is first the morning service, from which the people depart to their homes, far and near, after remaining together not more than an hour and a half. Then the afternoon service the same. There is, besides, the evening meeting, and somewhere in the course of the day, the Sabbath School. These exercises are divided at least into as many as three

sessions. They often require three journeys, some of them quite as long as any that the youth of a town or city take in going to the public school. Now why not unite all these exercises into one session, with a recess or two of ten or fifteen minutes? It would save much of the time now spent in going and coming. It would secure a good part of the day for unbroken rest, meditation, or study. It would take no more time for all the exercises than is now supposed to be occupied in school study every day, and that, too, consecutive study, where there is but one session. The pupils in school do not all die at once under this plan. Their elders, with greater powers of endurance, ought to be able to bear it one day in seven, if their children find the principle involved best for them on the remaining six days. On the Sabbath there is nothing like compulsory taxing of the mind; in many cases there is no taxing of it whatsoever; in some cases it is simply amused; and yet, in no case would the plan I suggest be seriously thought of for a moment. Why, people on Sunday get so exhausted in an hour and a quarter spent in worshipping and receiving instruction, that they are often quite prostrated; and as to the religious instructors, who prepare two lessons a week, which nobody wants to be more than half an hour long, it is only necessary to look into some of the so-called religious newspapers to find what a hard time of it they have.

We are seriously told by men of wide observation and experience in the sustaining of Sunday Schools, that the value of these schools is much impaired when they hold their sessions immediately after morning worship, for the reason that the teacher is too much wearied by the one hour and a half of religious worship to instruct well, and the pupil is by the same means made too tired to learn. Can any one tell upon what logical or physiological principle the management and arrangement on Sunday ought to be different from what it is on other days of the week, and why it is, if all find it more agreeable and profitable to divide the time for study into short spaces on that day, they should not find it equally profitable on other days?

Let teachers say how much can be done in the way of thorough study after pupils have been in school at work three hours. Compare the first hour with the fifth of our long sessions. Either there is no very keen interest at any time, or else the first two or three hours are spent in zealous study, and the remainder of the time in a state of hungry unrest, waiting for school to be done. The first hour pupils are wide awake, ready to take hold of a new subject and understand it, appetites sharp for new ideas, bodies upright, cheeks with a healthy glow. During the fifth hour there are languid postures, drooping eyes, pallid faces, tired looks, absence of all vivacity, and a painful expression of impatience on the countenances of nearly all.

Reference has been made to the division of time on Sunday, and to the fact that on that day we never combine the services so as to make a session nearly as long as one of our High School sessions. Reference might also be made to leading schools throughout the State of the higher grades. The professional schools of divinity, medicine, and law; the schools of technology, the Normal Schools, the colleges, the academies, all by their practice bear testi-

mony against the crowding of all the recitations into the fewest possible number of hours.

It is often said that the High School includes pupils from every part of a city or town; therefore, pupils who attend it have farther to go than the pupils in other schools; hence, there is need that but one journey each day should be made, and that pupils should remain at the school-room no longer than is necessary for purposes of recitation of all the classes, while most of the study is done at home. If this is true in the case of High Schools, it is much more so in the case of the Massachusetts Institute of Technology and the State Normal Schools. In the Institute of Technology, according to the last catalogue, more than twenty per cent of the students live twelve miles or more from the Institute building, and board at home. Quite a number of them are more than forty miles. The average length of time required for this twenty per cent to go from their homes to the place where they are instructed cannot be less than an hour and a half. If there is need of crowding all the exercises into a small space anywhere on account of distance from home, it might well be here. But the hours of recitation are from nine to half-past four, with an intermission of an hour and a half. The same, nearly, is true of the State Normal Schools. Courts of law, political meetings, public lectures, where the best effect is intelligently aimed at, are conducted on the principle of short periods of rest and work.

There is in one of our cities an annual course of six lectures every winter. These are given by some of the most interesting speakers in the country. They are not generally more than an hour and a quarter in length. If the arguments used in favor of one session a day in school are worth anything, they would support the plan of combining two of these lectures on the same evening. What a saving of time, and travelling, and care of a hall, and work in the distribution of tickets, would be made by such an arrangement. Yet the verdict of the public is that one speaker is enough, though he occupy no more than a single hour.

The sudden change that is made in passing from the Grammar School to the High School often causes serious inconvenience. Much of the best material in our High Schools comes from the families of laboring men, who take breakfast early and dinner at twelve o'clock. Until the children are admitted to the High School the family can all be together at dinner. After that time there are, every day, vacant seats at the table. The son or daughter, accustomed to take dinner at noon, comes home at one or two o'clock, after a fast of six hours or more. The healthy appetite has passed away. The social dinner-table has been set and cleared; the High School pupil takes his dinner, and, like a dog, eats it alone. Taking it upon a stomach that partakes of the languor and lassitude of the whole system, he fails to enjoy it while eating, or to digest it afterwards. There could not well be found a surer cause of dyspepsia; besides, there is the bad effect of taking a child from the family dinner-table for three of the most impressible years of his life. A dinner taken under these circumstances, when the brain is weary and the digestion unfit to wait on appetite, must prevent good study in the afternoon. We

believe that in our public schools all study ought to be done within the limits of school hours, and that in making schedules of recitations, teachers ought not to reckon at all on home study. It is painful to see a pale-faced, round-shouldered, shallow-chested girl, carrying home from school an armful of books at one or two o'clock in the afternoon, at the close of one of our long sessions, that she may do at home what she ought to do only at school. It is equally painful to see a robust, healthy girl, doing the same thing, because she is in danger of coming to the condition of her weaker sister. Some good things on this point have appeared in the newspapers during the past year.

The long session does n't amount to more than three hours of good work, however long it may be protracted. As a rule, no good study is done after the third hour. So that if it is determined that schools are to have but one session, they would better be only three hours in length, instead of five, as they now are. Lessons assigned for a subsequent day cannot well be learned during the fourth and fifth hours of a session, on account of the exhausted state of mind and body. So if they are to be learned at all, the pupil must wait until a season of rest has passed. This, under the prevailing plan, can only be done by taking the books home for study there.

Let the first session close at the end of the third hour. Then let there be two hours of rest from all study; in that time the system may become prepared for three hours more of good work. It appears to us that the two hours each day now so commonly spent in dreary listlessness, or painful attempts to goad the brain on to work during the last two hours of the session, might thus be made available for purposes of instruction, and really saved to the pupil. But it may be said: "Even six hours a day is not enough for doing all the study and recitation now required of High School scholars." Then we should say: "Make the sessions three in number, of three hours each, if it be necessary to devote nine hours a day to study and recitation, or whatever length of time is needed to make the length of the school session conform to it." No teacher certainly can complain because he is required to be at the school-room working with his pupils as long as they are required to work.

The one-session plan, which requires much study to be done out of school, discriminates against the poor. In order to study well at home, the pupil needs some place where he can in a measure be free from interruption, and can work with comfort. A good many struggle into our High Schools from homes in comparatively straitened circumstances. It would be well if there were many more of them, for they afford much of our best material. But they have not in their homes convenient places for study. Sometimes only one room in the house is heated, and that the one where all the work of the family is done, — kitchen, sitting-room, parlor, nursery, all in one. When we put all school time into five hours, and require study to be done out of school, we thereby say: "If you are in comfortable circumstances, you can come into our school and enjoy the advantages of it fully; if your father can afford to heat and light a separate room for you to study in, you have as good a chance in our school as any one else; but if you are too poor for that, your

poverty is your misfortune here, as well as elsewhere; you cannot pursue your studies in our school on the same footing with those who have spacious and well-warmed houses." This discrimination is one that in many instances bears with great severity.

The closing of school at one or two o'clock often leaves lazy pupils at liberty to roam about the streets afternoons. Many coarse boys are beyond the control of parents, and need the restraints of the school. A large number of such form the habit of sauntering idly about town, or drooling over dime novels, and thus lose all connection with study and drop out of school altogether. They need the influences which a High School ought to give them, but are in many cases lost to those influences through the license afforded them when they are out of school afternoons.

It is true that nearly all teachers, and a large number of pupils, are opposed to the views herein presented; but it is not often that a person defends the one-session plan, because he thinks it better for the bodies or minds of the mass of pupils, unless his personal convenience happens to be affected by it. There can be but little doubt that one session suits the personal convenience of most teachers. It is assumed, however, that the schools are maintained for the benefit of the pupils.

The opinions of most physicians coincide with the principle laid down: Short, alternate periods of rest and work for the young. Why they do not more generally speak out their opinions is a mystery. It is not just to think so badly of the profession as to suppose them to be influenced by the fact that the long school sessions add largely to their practice.

It is said that the plan of doing the principal part of the work of the day between breakfast and dinner is becoming more common every year with business men, and that in our large cities, merchants and bankers very generally follow this plan. The answer to this is, a reference to the increasingly large number of business men that are cut off in the prime of life by paralysis, apoplexy, meningitis, pneumonia, and other similar diseases. If that is what we are educating our boys and girls for, we are on the right track in adopting one session a day.

You can easily drive a good horse forty or fifty miles a day, for weeks together, if you will feed and groom and drive him properly, and give him the right time to rest. You can kill a spirited horse, or disable him for life, by driving him ten miles improperly. So we think that a boy or girl in ordinary health can be kept at school forty-four weeks in a year, and all the while thrive, under the right treatment. The same boys and girls can be broken down by a single month of school work wrongly planned. A recent popular writer expresses the wish that it were possible to extend the genial influences of the Society for the Prevention of Cruelty to Animals to the children of our schools. It would certainly not recommend the confinement of them five hours at a time, with so little intermission as can commonly be given in our High Schools.

A. C. P.

*HARVARD EXAMINATIONS FOR WOMEN.**

THE success of the undertaking which has been made public under the name of the "Harvard Examinations for Women," must in great measure depend upon the co-operation of our High School teachers. To them these few suggestions in regard to its origin and aim are offered.

The Woman's Education Association of Boston proposed to itself, at its formation, to consider means for "the better education of women," and it very early appeared that the first steps could be most wisely taken in connection with schools as they now are. What they deemed to be the special failure in our system of schools is not in place here, since all admit the need of improvement.

To reach the schools directly was wellnigh impossible; but the teachers seemed more accessible, while it is almost a truism to say that better teachers make better schools.

Two facts appeared at the outset, which act and react upon each other in a way to make bad worse. First, the much larger proportion of women than of men among teachers (Massachusetts alone, at least eight to one); and, second, that the girls' schools, or, in mixed schools, the girls' side of them, were in a far more unsatisfactory state than the boys'. The question then was almost wholly one of "woman's education." Some careful study of it showed that, aside from the disadvantage that the teaching is but a temporary matter with most women, the greatest obstacles in the way of improvement among teachers are the want of a standard to work up to, and the absence of incentives, in the lack of means to prove superior ability in order to obtain recognition of it, — not in reputation only, but in pay for better service done.

Heretofore each town or city school committee has set up its own idea of merit, and judged the applicants for its places by its own standard. What A will accept, B will reject. On this point there is no need to dwell, when addressing school-teachers, for none know so well the trials, nay, the humiliations, to which they may be exposed. Many a faithful woman, whose days have been devoted to her school, and her nights to self-improvement, has seen herself passed over by an indiscriminating school committee in favor of one of not half her worth. Or, a woman who has done good service in one town will find it of no avail to her in another; but she must submit herself to a fresh examination, too often from men much inferior to herself.

"Would it be possible," the Association asked, "to set up a standard to be acknowledged *voluntarily* by all, and to offer testimonials or certificates of attainment of such value as to be sought for by teachers of their own free will?" Such voluntary submission to well-known tests or proofs might, in a future not too remote, do for our schools something such a work as the government examinations effect in foreign countries.

Fortunately, the prestige of a successful experiment of the kind by the Universities of London and Cambridge, England, already existed. Encour-

* See Circular among the advertisements in this number of the "Teacher."

aged by the reports of their work for four years, in which it has been shown that the demand for teachers holding University certificates largely exceeds the supply, the Association applied for assistance to Harvard University as the authority at once most widely recognized and most competent.

How thorough and efficient was the interest taken by the University in the plan, is abundantly shown by the pamphlet containing the course of study, and examination papers, which has been distributed to the schools throughout the State.

It is not necessary to enter into detail here; but, in brief, a liberal range of studies is chosen, embracing the best work of the best High Schools. To a candidate (at least seventeen years old) succeeding in an examination upon these studies, a certificate to that effect will be given, signed by the president of the University. An advance course is also offered, providing special study in any department for one year, by any person who has *already passed* the first examination, and certificates will be given accordingly.

Such is the plan which is commended to the support of the High School teachers of Massachusetts.

As might have been expected, it has already met adverse criticisms. It is too simple an attempt to help things as they are, not to seem trivial to those who are clamoring for rights as citizens, to enter college, etc. Such people forget that for the young women who must be teachers in order to earn their bread, college life is impossible, not for want of money only, but for want of time. One who could not give four years to college, can, if properly directed, give parts of many years to self-improvement, with the help of such guides as this.

It has been represented that the difficulty of obtaining instruction will frustrate the scheme: but this is an exaggerated difficulty, arising in great part from our want of familiarity in this country with any system of examinations not presupposing direct instruction from the examining body. The point at which the preliminary examination is placed, was fixed after much inquiry into the present work of the High Schools and academies. Whoever will review that ground will admit that we have justly described the course of study as "the best work of the best High Schools." After a year or so, it will be hard to find a High School where it will be willingly admitted that its course of study will not carry a girl to the level of the "Harvard Examinations for Women." Two private schools at least have already advertised to prepare candidates.

As to the year of advanced study, it is an effectual answer to any doubt as to where instruction can come from, to say that a young woman who, after good High School training, has not force enough to carry on by herself,* for one year, a course of study all marked out for her, is not of a material worth making into a teacher.

Two criticisms likely to be made by teachers themselves may be anticipated here. As to the kind of questions set in the papers, at first thought one may say: "I should have asked my class such and such a question," etc.

* Except in subjects requiring Laboratory practice.

It must be remembered that examination papers are of two wholly different kinds: one, into which the *personal* element largely enters, made by an instructor for a class directly under his charge; the other is like the entrance examinations for college, made for students whom the examiner has never seen, and of whom he has only the most general data for judging. Questions which would be apt or indispensable as proofs of attention in the first kind of paper, would be a perplexity or an injustice in the last.

Another criticism will be made by teachers who are specialists. "O, that is easy enough," they will say, as they look over the French or the Astronomy or the Chemistry. "My class could do much more than that." That is not the point. They neglect to notice the real merit of the course of study. Have their pupils been first thoroughly trained in a course as carefully chosen, as wisely balanced, as the course indicated in the pamphlet? In the answer to that question is the real test of the pupil's ability. The advocates of a thorough education for girls have reason to be thankful that so strong an influence has been thrown upon the side of good general training before special studies are taken up.

On this point, we may see an influence from the plan before it has fairly had time to show its merits as regards teachers. The publication of so well-considered a scheme of study, the selection of the best books, by men having the widest opportunity for choice, cannot fail to affect school committees and school superintendents. The pride of being equal to this new demand will rouse more than one indifferent teacher.

The further effect which the spur of such an examination will have upon private, or, so to speak, amateur study, had its place in the purpose of the Association, but it is not a part of our object here.

The head-masters of the High Schools have it in their power to aid materially in the success of the plan by encouraging their pupils to prepare for the work, and still more, perhaps, by preferring among applicants for places those who have succeeded in it.

There need not be fears from over-excitement in an examination which has no competitive element in it. There is no reward which only one can gain to the loss of all the rest. The "passed with the highest distinction" is as open to ten as to one.

The average school-committee-man who, much as he likes the glory of being an examiner of school-mistresses, is apt to be of a "practical" turn, will be likely to say that, after all, this will not prove that a woman can manage a school; it will not show "her practical ability."

Even so; but other things being equal, the woman who has the discipline and the culture that must come from this, is sure to be better than one who has not. And other things *not* being equal, the woman who has persevered to give herself this training, is far more likely to make up other deficiencies than an untrained one.

The certificate, it has been repeatedly said, will have a "market value" which will more than repay the labor of striving for it. There has been a practice in England of publishing the papers after the examination each year,

which is not unlikely to be adopted here; for the opportunity of measuring and comparing the work accomplished enhances the value of the certificate.

Five, or six years even, may be too soon to see the fruits of the experiment, for a course of study like this cannot be suddenly picked up after fifteen. The results may come more slowly from the fact that the whole plan is based on the *voluntary* principle. No one is *required* to do anything, but they will be all the surer for that. It may not be too much to hope, that out of this, in some way, may come ultimately the solution of that most difficult problem, the official examination of teachers, — a problem which presents what is now, if not an actual blemish, the weakest point in our public school system.

C. B. M.

SCHOOL BLUNDERS.

THE school-room is sometimes enlivened by the very blunders of the pupils: for there is a species of blunders closely akin to wit. It has all the incongruity of wit, with a total unconsciousness of it; so that, while it is subjectively a blunder, it has the effect of wit. "What," said an old lady, as the boys were amusing themselves with a turtle's head, the jaws of which contracted upon thrusting a stick in the mouth, "is n't he dead!" — "O, yis, madam," said Pat; "he 's been dead for a lang time; but he 's not sinsible of it."

But this kind of, whatever you call it, wit or stupidity, is not monopolized by the Irish. We have heard some excellent specimens of it in the school-room. In the old National Reader was a selection from H. Kirke White, beginning, —

"Yes, 't is the hand of death, I feel
Press heavy on my vitals."

Sarah L., one of those unaccountables that defy classification, by simply shortening the "i" in "vitals," made "victuals" of it, and it became food for merriment for the whole school. "A clear case of dyspepsia," said the teacher, without a further diagnosis. The same pupil gave a momentary surprise, one day, by reading, —

"I came to the place of my birth, and said,
The friends of youth — where are they?
And *Enoch* (echo) answered — Where?"

How Enoch happened to be there after her other friends had left, seemed to be the question.

But the boy who gave us a new reading of Antonio's farewell to Bassanio, thus, "Commend me to your *horrible* (honorable) wife," was unanimously pronounced to be lacking in gallantry, whether it was a blunder or a witticism. The lad who read the passage from Marco Bozzaris, —

"An hour passed on, — the Turk awoke,"

And upon being questioned as to its meaning, said, he presumed, from the next line, —

"That bright dream was his last,"

It must have been Monday before Thanksgiving, — was guilty of something more than a blunder, or his wits served him a shrewd turn in explaining it.

INTELLIGENCE.

PERSONAL.

A. P. STONE, Esq., of Portland, Me, has accepted the superintendency of the schools of Springfield, at a salary of $3,000. Applicants were numerous, and the committee showed their good judgment and appreciation of merit in this selection, as he did in the acceptance of one of the pleasantest educational positions in New England.

It is upwards of eight years since Mr. Stone left the Plymouth High School, for the principalship of the High School of Portland. During his stay there, he has been frequently sought as superintendent of the schools of that State, and has for several years edited the "Maine Journal of Education."

We welcome him back most heartily to the Bay State, and hope he will favor us through the columns of the "Teacher" with the results of his experience and his mature judgment.

LEVI S. BURBANK, for several years past a most efficient associate principal in the High School, Lowell, has accepted the principalship of the Woburn Academy. Mr. Burbank has ever been an enthusiast in his department, — natural science, — and has given a good reputation to the Lowell High School as a scientific school. A natural lover of science, thoroughly educated in that branch of work, and an unwearying searcher after facts both in nature and books, he seems eminently fitted to make the Woburn Academy a first-class school of Technology.

EDWIN H. LORD, of Brunswick, Me., a graduate of the class of 1871, Bowdoin, has been elected as Mr. Burbank's successor.

ARTHUR G. LEWIS, Esq., of New York, has been elected to the position of school superintendent in Weymouth, at a salary of $1,500. He has a pleasant field of labor, with some excellent teachers and a live committee.

THOMAS EMERSON, Esq., superintendent of the schools of Newton, has resigned to accept a most flattering offer from the publishing house of Harper Bros. We understand that his position is to be at the head of the school-book department, having in charge the selection of books, revision of present editions, and superintendence of the entire literary work in his department. If this be so, it is safe to say that his long and successful experience, liberal and practical education, good taste, and keen appreciation of the needs of the school-room, will make the books of this firm second to none in the land.

Mr. Emerson's departure is a serious loss to the State. What he did for Woburn is too well known to need comment. In Newton he has had hardly time to develop his plans, but with a good committee back of him, supported by a generous town, he was working out some experiments, the results of which do not yet appear. Last winter he was largely instrumental in the passage by the legislature of what is known as the "Text-book supply bill" and "Election of superintendents revised."

At this hour his departure is a public loss.

J. GARDNER BASSETT, of Bridgewater, late master of the North Woburn Grammar School, has been elected principal of the Morgan St. School, Fall River, at a salary of $1,500. The applicants were many. The prompt and unanimous elec-

tion of Mr. Bassett, after an examination of his record, was a deserved tribute to his ability.

E. H. RICE, PH. D., has been elected as successor to Mr. Kimpton in the Chicopee High School. Mr. Rice has been spending the past year in Europe, previous to which he was principal of the Malden High School.

FRANK A. MORSE, Esq., of the Farm School, on Thompson's Island, is elected usher in the Lincoln School, South Boston. His record has been good as a disciplinarian and instructor, and he promises to be a good acquisition to teachers of the city.

O. S. SEAGRAVE, Esq., of Western New York, has been secured by Messrs. Ivison, Blakeman, Taylor & Co., as their New England agent. Office with Knight, Adams & Co., Cornhill.

JOHN S. HAYES, Esq., so long and prominently a teacher in our State, refused to stand as a candidate for re-election in Newton, and accepted the associate agency with our genial friend, Mr. Henshaw, for D. Appleton & Co.

Mr. Hayes's experience runs through several years of successful teaching in Amesbury, Danvers, Manchester, and Newton. He has ever been active in promoting the professional growth of teachers, and we may expect him to continue an interest in the fraternity.

J. B. BRACKET, Esq., for three years a most efficient teacher in the Salem High School, has resigned to engage in mercantile pursuits; his health and inclination prompting the change, which is greatly regretted by committee, parents, and pupils in Salem.

L. B. PILLSBURY, Esq., has accepted the offer of the sub-mastership in the Charlestown High School. This is an instance of putting the right man in the right place. In the Reading High School, Hopkinton High School, and in the Bridgewater High School, Mr. P. has shown himself a good disciplinarian and an enthusiastic, systematic, and successful teacher. Mr. Pillsbury leaves the Prescott School, Somerville, after a year of successful work.

HENRY H. KIMBALL, who was relieved from duty by the disbanding of the Boylston School, is continued in service by election as sub-master of the Lincoln School.

WM. H. CROCKER, whom we reported as off duty because of failing health, we are pleased to learn is to resume work at the close of vacation, in the Mt. Auburn Grammar School, Watertown. The school has been taught for several years by Warren T. Copeland, Esq.

The committee of Arlington show their appreciation of good work in the increase of the salary of S. J. Dunbar, from $1,500 to $1,800.

L. P. MARTIN, of Boston, was the successful candidate for the Lewiston Grammar School.

ELLEN G. WALKER, a recent Normal graduate, has been appointed assistant in the Bridgewater Academy.

WM. EATON, of Woburn, has been engaged as successor of Mr. Snow in the Uxbridge High School.

MR. MERRICK, principal of the Morgan St. Grammar School, Fall River, during the past year, has been elected to a position in the Winchester High School.

MR. LORREY, of Marshfield, has been elected master of the Pratt School, South Weymouth, at a salary of $1,000, succeeding James H. Leonard.

MELISSA C. GAY, of Medway, succeeds James J. Prentiss in the Cochesett Grammar School, West Bridgewater.

GEO. B. T. HINCKLEY, of Barnstable, is appointed teacher of the Preparatory

room of Mowry and Goff High School, Providence.

E. H. DERINGE, of Portland, Me., is to assume the principalship of the Nichols Academy, in Dudley, Mass.

REV. F. P. CHAPIN, for two years superintendent of the schools of Amherst, has accepted a call to the pulpit of the East Weymouth Congregational church.

HORACE M. WILLARD, of Gloucester, has accepted the position, as successor to Mr. Emerson, of superintendent of the schools of Newton. It is but a few weeks since his declination of the offer from the Lawrence School Committee to take the mastership of the High School. His present position is justly regarded as second to no superintendency in New England, outside of Boston.

MR. PATTON, of the Winchester High School, has been appointed principal of the Portland High School, in place of A. P. Stone, resigned.

MR. CLAYPOLE, who has been substituting for Mr. S. H. Haskell, sub-master in the Dwight School, Boston, has been appointed professor in Antioch College.

JOHN W. ALLARD, Esq., superintendent of schools in Nashua, N. H., has been elected to a similar position in Gloucester, succeeding Mr. H. M. Willard.

HORACE BARTLET, who was sub-master of the High School in Haverhill at the time Mr. Waldron resigned, was appointed to act as principal during the remainder of the year, and his success was so marked that the committee have elected him as principal. His brother succeeds him as sub-master.

GEO. S. HOUGHTON, Esq., has accepted a call to the Mathematical department of Tabor College, Iowa.

MR. ADDISON D. POLAND, of the Amesbury High School, succeeds Mr. Houghton. He has had a very successful experience.

MISS CAROLINE J. DRESSER, of the Worthington St. School, Springfield, has been secured for the same school, at a salary of $800.

MR. F. A. WHITNEY, of West Fitchburg, has resigned after a long and valuable term of service.

MISS JOSIE E CARLTON leaves school for duties more domestic. Miss Josephine A. B. Gleason has been appointed to the East St. School.

REV. M. W. PRINCE, formerly at the head of one of the Nashua Grammar Schools, is to be temporary principal of the Normal School, Plymouth, N. H.

O. B. STONE, Esq., of the Warren High School, has been elected master of the Browne Grammar School, Salem, succeeding Mr. J. B. Bracket. Mr. Stone has had an unusually successful experience in North Easton, Portland, Me., and Warren, Mass.; we are pleased to see him appreciated by the Salem Committee.

ABBIE M. PARKER, of Reading, takes charge of the Southampton High School.

LOUIS H. DECKER, of Newton, is appointed to the vacancy in the Farm School, Boston Harbor, made vacant by the promotion of Mr. Powers.

MASSACHUSETTS.

BOSTON has reason to indulge herself in a little just pride after the report that comes from Vienna. Mr. Philbrick writes that the International committee have unanimously awarded Boston "the Diploma of Honor." This is the highest distinction given.

SOMERVILLE. — Mr. Samuel C. Hunt has been re-elected principal of the Prospect Hill Grammar School. Mrs. Jane E. Clark of Washington has been elected principal of the Franklin School at a salary of $700. —— Mr. S. H. O. Hadley, teacher of music, has been re-elected at a salary of $1,000. —— Miss Eddy of the Prescott School has resigned, and her

place is filled by the transfer of Miss Bigelow from the Edgerly School, Miss Sears being elected to fill the latter vacancy. —— A new room has been established in the Prescott School, and Miss Hartshorn promoted to the place, — her place being filled by the election of Miss Fanny R. Morse. —— Miss Rice has been elected master's assistant in the same school, and Mrs. L. J. Conwell as teacher in the Cedar St. School.

LOWELL. — The committee have arranged the school year as follows: Schools begin first Monday in September, and close 3d of July. They have as vacation the usual holidays, Christmas week, Good Friday, and the week following the first Saturday in April, and every Wednesday and Saturday afternoon. The afternoon sessions of the school are to be two hours without recess. The High and Grammar Schools are to be examined with printed questions in December and April, at which time the primary schools have public examinations. The Grammar and High schools are to have public exhibitions at the close of the year. Teachers' salaries will be paid monthly in ten instalments, commencing October 10. The salary of the High School principal, Mr. C. C. Chase, has been raised to $2,500. He was first elected principal of the school in 1845. He never did better work or was more acceptable to all concerned than now, as this increase of salary testifies.

GLOUCESTER is showing the fruit of the efforts of her energetic superintendent. At a recent meeting of the Board the salaries of all the female teachers were increased, and the subject of Drawing is urged and will doubtless receive the attention of a special teacher.

WOBURN has taken a long step forward. At a meeting of the town early in the month, it was voted to build three new school-houses for Grammar School purposes, one in East Woburn with four rooms, one of eight rooms in the Centre, and one of two rooms on Cedar Street; the three to cost $40,000. Mr. J. G. Pollard and the chairman of the selectmen were appointed a committee to proceed at once with the buildings.

EAST GREENWICH SEMINARY, one of the oldest academies in New England, has recently been freed from debt, and re-established, with Hon. Wm. Claflin, LL. D., Hon. Geo. F. Gavitt, and A. J. Benyon at the head of the financial management. F. B. Blakeslee is elected principal, with Joseph Eastman, Roland S. Keyser, W. B. Phillips, and Henry F. Conant as associate professors.

WEST BRIDGEWATER has voted to have but one Grammar School in town. The other teachers are in no case to receive more than eight dollars per week.

READING has adopted a new course of study, reducing the entire school course to twelve years. Col. Carroll D. Wright, chairman of the committee, proves himself an able man for his position.

WEST ROXBURY was in want of a teacher or two, and advertised to that effect. Upwards of a hundred aspiring ladies assembled on the occasion of the examination, and made pleasant work for the committee, who seemed not the least disconcerted at having to choose "one or two from a hundred." Miss Emily Porter of Reading was one of the successful candidates.

Resignations, — Jennie Lord of the Mt. Vernon School, Mary L. Longfellow, Mary E. Cobb, and Miss J. W. Kennedy of the Central School. Josephine C. Austin and Addie F. Mathews of the Hillside School.

Transfers, — Mary E. Very, from primary No. 12, to primary No. 6; Emily Maxwell, from primary No. 6 to the Hillside grammar; Amy Hutchins, from the 6th to the 3d Division of the Hillside grammar school; Mattie Sias, from primary No. 7 to the Central grammar.

Appointments, — Sarah J. Colburn, primary No. 12; Mary E. Brooks, primary No. 7; Miss A. B. Stevens, Hillside

grammar; Clara J. Reynolds and Mary A. Gott, Central grammar.

FREEPORT, ME., is to have a new school-house for the occupancy of the High School, at a cost not to exceed $10,000.

FITCHBURG. — The high school building, which cost $75,000 only four years ago, is now being extensively repaired to adapt it to the purposes of an added English department. —— Chas. F. Adams, of East Brookfield, has been added to the corps of High School teachers at a salary of $1,400. Mr. Adams has spent some time in his preparation, being a graduate of Bridgewater Normal, of Westfield Normal, a student of Institute of Technology, and recently of Penikese Island. —— Miss Emma L. Hubbard, daughter of superintendent E. A. Hubbard, a graduate of Springfield High School, Vassar College, and the Law Department of Michigan University, succeeds Miss Anna S. Haskell. Miss Haskell has had successful experience in the West Springfield and Springfield High School. The school numbers one hundred and thirty pupils. We congratulate the principal, Mr. R. B. Clark, upon such valuable additions to his already strong corps of teachers.

A MILITARY SCHOOL is to be established at Rutland, Vt., like that at Worcester.

WARE is stepping upward educationally, as evinced by a recent vote increasing the salary of the High School teacher to $1,200, and also inviting Abner J. Phipps, PH. D., to hold a Teachers' Institute in that town.

DEATHS.

SILAS H. PEARL, A. M., late principal of the New Hampshire Normal School, died at his residence in Plymouth early in August.

Mr. Pearl was greatly esteemed by all who met him, either in social or school life. He came from one of the Vermont Normal Schools, and took the school at Plymouth at its birth. His loss will be deeply felt by all who knew him, and the profession numbers one less active member.

PROF. WM. RUSSELL of Lancaster died at his residence on Saturday, August 16. We append an obituary notice from the "Globe": —

"Prof. William Russell, the distinguished elocutionist, and author of various text-books and works on educational topics, died at his residence in Lancaster, on Saturday night last, of effusion on the brain, after lingering in an unconscious condition for nearly three days. He had been in failing health for some three months. His age was nearly seventy-five. He was a native of Glasgow, Scotland, and came to this country in 1817, settling first in Georgia, on account of its warm climate, for his health, where he began his long career of services in the cause of education as instructor, etc. He afterwards came North, where he continued his services as instructor in elocution, some fifty years ago, at Andover, Cambridge, and the Public Latin School and Chauncy Hall School in Boston. He was editor of the first series of the American Journal of Education, in Boston, from 1826 to 1829, this being the first periodical published in the English language devoted exclusively to the advancement of education; and for over forty years subsequently, until the failure of his physical power, he was an active teacher and laborer in the educational field, in various ways and capacities, chiefly in the elocutionary line, having besides his other labors published some thirty text-books on various branches of education, beside an equal number of other works, comprising addresses and lectures relative to education. For the last twenty years he has resided in the beautiful town of Lancaster, devoting his time, as far as his physical ability would admit, to the cause of education in conjunction with other distinguished advocates of popular instruction, in different sections of the State and country. During the later years of his life, until disabled by feebleness, he gave private instruction to pupils who came from all parts of the country for that purpose."

Books.

LATIN PRONUNCIATION. An Inquiry into the Proper Sounds of the Latin Language during the Classical Period. By Walter Blair, A. M., Professor of Latin in Hampden Sidney College, Virginia. A. S. Barnes & Co., New York and Chicago. 1873.

We confess that we are not yet fully reconciled to the new (or old, if you please) pronunciation of Latin. We have felt that the pronunciation of a language that is no longer spoken ought not to receive an undue share of attention. Knowing the difficulty of acquiring the sounds of a foreign language even with the help of a native teacher, we have been disposed to regard as absurd the idea that any near approach could be made to speaking the language of Cicero as a Roman of Cicero's time spoke it. Suppose an American or an Englishman were to undertake to learn to speak French from the best rules that could be laid down, but without the help of a native teacher, would he not inevitably make a laughing-stock of himself if he should attempt to read to a French audience a comedy of Molière's or an oration of Mirabeau's? We all know how hard it is to speak a foreign language so as to be understood by a native, even after long practice with a teacher.

It has seemed to us, too, that the English mode of pronouncing Latin has been so long in vogue that it would be exceedingly difficult to *naturalize* a different pronunciation. The great multitude of Latin words and phrases, scientific terms and the like, that are in common use will in all probability continue to be pronounced as heretofore, the only variation being, as it is now, in the vowels being pronounced differently in different localities. Many teachers have already met with a difficulty in regard to the pronunciation of proper names, and have been obliged to teach two methods,— Kikero and Skipio and Kaisar and Ariowistoos for the Latin, and Sisero, Sipio, Cesar, and Ariovistus for the translation. Will the students of science who are not also students of Latin admit any necessity of learning a pronunciation for scientific terms that is not based on English analogy? Must the botanist, for example, say wee-o-lä-ke-ī for violaceae? Will anybody ever make up his mouth to pronounce *ph* otherwise than like *f*?

As a matter of antiquarian interest the study of ancient pronunciations is extremely interesting. Quite lately we have had reproduced for us the pronunciation of the English of Shakespeare's time. It is certainly interesting to know that the Hamlet at the Globe Theatre under Shakespeare's management would say "a vaste that wants discoorse of rayson would have moorned longer," but we should only laugh at Edwin Booth, if he attempted to reproduce that pronunciation on the stage at the present day.

Uniformity in the pronunciation of Latin would be a good thing if it could be attained, though we incline to think that its importance is overrated. For English-speaking people that pronunciation which departs least widely from English analogy will have the best chance of being generally followed. But what rule shall we follow if we make a change? The learned in such matters differ, and there is no academy to lay down a law that will have more than a provincial following. According to one authority, Latin *v* is sounded like English *v;* according to another, it is like English *w;* while still another makes it like German *w*. The diphthong *ae* may be sounded like *a* in *gate*, or like *i* in *pine; oi* like *oi* in *spoil*, or like *o* in *world*. If there were any good reason to expect that the

movement in England and America to secure a change of Latin pronunciation would result in the general adoption of a uniform method, we would submit with the best grace possible, and "float with the tide," whichever way it turned. At present, however, we accept the situation under protest.

This is too long an introduction to the book notice we sat down to write. Let us hasten then to say that Prof. Blair's work has interested us deeply. We can heartily recommend it to those who wish to find within the compass of a small volume (136 pp.) the methods of getting at the classical pronunciation of Latin, and the results to be obtained by applying those methods. After an introduction of eight or ten pages, the author proceeds to the discussion of the vowels, diphthongs, and consonants in order, devoting to each a sufficient amount of space to enable the reader to follow understandingly the course of the argument, and preparing him to accept, in general, the conclusions of the author. At the end is a "Tabular Statement of the Sounds of the Latin Language," which will be useful for reference. It is just such a book as is needed by teachers and others interested in the subject, who have not the time or the requisite facilities for investigating the original authorities and the numerous discussions thereupon that have been published from time to time in this country, in England and in Germany. For ourselves we shall make this volume a *vade mecum* in our struggles with the new pronunciation, and we advise every classical teacher to get a copy.

THE UNITY OF NATURAL PHENOMENA. A Popular Introduction to the Forces of Nature. From the French of M. Emile Saigey, with an introduction and Notes, by Thomas Freeman Moses, Prof. of Natural Science in Urbana University. Published by Estes and Lauriat.

This is just what it professes to be, "a popular introduction to the Forces of Nature," as now interpreted by science. It contains what every intelligent man should know, to enable him to read scientific works with interest and profit. Chapter first treats of the "General Hypothesis," which reduces to a single principle — motion — all physical phenomena, and of the "difficulty encountered by endeavoring to express new ideas by old terms." It is, in fact, the alphabet of modern science. The remaining chapters illustrate this principle in its application to sound and light, heat, electricity, the attractive forces, and living beings. There is nothing more interesting — fascinating, we may say — than to see how these various and diverse phenomena are gradually resolved into one simple principle. The style and mode of treatment in this work are clear and perspicuous, and we feel that we are learning from one who knows what he is writing about, and how to present it to others in an interesting manner. We commend this book especially to teachers, many of whom suppose that they are teaching the elements of natural science, when, in fact, they are only informing their pupils of certain isolated facts, without any unifying principle, or perhaps even with hypotheses which are now obsolete. Are there not many teachers who are still teaching their pupils that one of the properties of matter is *inertia*, and in the next breath, that it possesses an inherent power of drawing other bodies to itself?

THE ANABASIS OF XENOPHON, with Notes, a Map of the Expedition, and a Complete Vocabulary. By Ashael C. Kendrick, LL. D., Professor of Greek in the University of Rochester.

THE FIRST FOUR BOOKS OF THE ANABASIS OF XENOPHON, with Notes, a Map of the Expedition, and a Complete Vocabulary. By Asahel C. Kendrick, LL. D., Professor of Greek in the University of Rochester. New York: Sheldon and Company, 677 Broadway.

The bare titles of these volumes, with the name of Dr. Kendrick as editor, are sufficient to assure the intelligent classi-

cal scholar that an important addition has been made to our text-books in elementary Greek; and it is a matter of congratulation, that while some now are ready to depreciate the finest instrument of thought that the mind of man has been favored with, and are even disposed to exclude it from the course of study required for admission to our colleges, such veterans as Dr. Kendrick are found ready to make the first steps in the study of this great repository of culture so pleasing and so profitable. Much has been said at various times respecting the small amount of ground gone over by those who complete the ordinary course of Greek study in our colleges. We firmly believe that the student who shall faithfully read either of the above-mentioned volumes, and at the same time judiciously use Dr. Kendrick's notes, will acquire a power over language and a discipline in its use which cannot be obtained so readily in any other way.

Dr. Kendrick has greatly increased the value of these volumes, by prefixing to the notes a summary of grammatical and rhetorical constructions, which are frequently illustrated in the text and referred to in the notes. It is true that all these principles are laid down in the grammars, but they are much more likely to receive attention when placed where they can scarcely escape notice. We wish, indeed, that they had been extended to twelve pages, instead of being confined to six.

The map accompanying these volumes is much better than we have seen in any school edition of the Anabasis.

The publishers of these volumes are attaining an enviable rank among school-book publishers, by the high character of the works which they are offering to the public.

EARNEST WORDS ON TRUE SUCCESS IN LIFE. Addressed to young men and young women. By Ray Palmer. Pub. by A. S. Barnes & Co.

These "Earnest Words" seem to be designed to supplement the earnest efforts of a faithful pastor. This volume embodies some of the addresses by which he sought to help the young to understand themselves, and to awaken in them right purposes and aspirations.

The subjects chosen are eminently practical, and their treatment judicious. If this work fails to do much good, it must be because its lessons of wisdom are not read and heeded.

BOOKS RECEIVED.

THE LIBERAL EDUCATION OF WOMEN: The Demand and the Method. Current thoughts in America and England. Edited by James Orton, A. M., Professor in Vassar College. Pub. by A. P. Barnes & Co.

The object of this book is to bring together the leading thoughts upon the method of meeting this demand of the age. The editor is not pledged to any special theory, but regards it as a question to be decided by experiment. Facts are multiplying, and experiments are now in process, testing several methods.

This work will be found to contain the history of the movement from the days of Mary Wolstoncraft, through Hannah Moore, Sidney Smith, and J. Stuart Mill, to the present time. A glance at the table of contents will show that the best minds have been and are occupied with this problem, and that the editor has brought together their most valuable thoughts. All, too, that has been done in the way of experiment is here presented with great candor. It is certainly fortunate that a question of so much importance should engage the attention of so wise and dispassionate an editor. This work cannot be too highly commended for its spirit and execution.

CHAMPLIN'S INTELLECTUAL PHILOSOPHY.

BASCOM'S RHETORIC.

THE PAYSON, DUNTON AND SCRIBNER MANUAL OF PENMANSHIP.
Published by Woolworth, Ainsworth & Co.

SARGENT'S SCHOOL MANUAL OF ENGLISH ETYMOLOGY. Published by J. H. Butler & Co., Phil.

J. DORMAN STEELE'S FOURTEEN WEEKS IN CHEMISTRY. Published by A. S. Barnes & Co.

A BRIEF HISTORY OF TEXAS. Published by A. S. Barnes & Co.

THE

MASSACHUSETTS TEACHER.

[WM. C. COLLAR, Editor for October.]

VOL. XXVI. OCTOBER, 1873. No. 10.

WHAT IS ACCOMPLISHED IN OUR GRAMMAR SCHOOLS?

IT is the common fashion now to talk of overwork or hard study in school, as if it were a general fault; but people who think as well as talk, and who sometimes ask questions about real facts, begin to suspect that these complaints have outrun the truth. They even hint that children actually suffer from too little rather than too much to do.

If this is true, if we have exaggerated our fears, it will be doing public service to prove the mistake, to expose the fallacy of common reasoning.

It is a very plain way of answering the questions to find out just what boys and girls under fifteen are doing, and compare that with what would be pronounced a reasonable amount for a child of ordinary capacity to do.

First, as to the hours daily given to study. — There is such clamor against study out of school, that very few children will now be found at their books at home, so that the five hours' session comprises their work. Of this time, three quarters of an hour each day must be spent in recess and the opening and closing of school. One half-hour each day is a low average for the time given to music and drawing. The child will have at least three recitations a day of forty minutes each. The two hours thus spent are, in any fairly well-kept school, a pleasure rather than a fatigue to the child. There remains then but one

hour and three quarters each day for the real study-work. Is that too much? Would not any parent to whom this question were squarely put, be slow to admit that his child had not physical and mental strength enough for that? *

In the old double session of three hours each, the extra hour was somewhat shortened by the double opening and closing of school, so that even under that plan the study time would be hardly two hours and a half.

What does the child accomplish in these study hours?—The age of admission to High Schools (whatever may be the prescribed limit) seldom falls in practice below thirteen, and rarely exceeds fifteen. The requirements for entrance to the High Schools may then fairly be taken as the measure of what children of that age have learned.

These requirements vary slightly in different towns, but rather in the amount required than in the subjects of study. The large cities usually represent the "high-water mark," so that Boston, Worcester, or Salem would show rather the highest standard.

By the last report of the Boston school committee, I find the requirements for all the High Schools, except the Latin School, to be arithmetic (to include problems in interest,† etc.); grammar enough to understand the relations of the different parts of speech, and to analyze this sentence:—

> "A tender bud
> That tried to blossom in the snow,
> Lies without where the violets blow";

Geography of the simplest kind. Neither of the examination papers for '71 or '72 touch physical geography further than to ask the definition of "a water-shed" and a "basin"; lastly, the History of the United States; and I ought to say that that

* It is a constant error that "fatigue is disease." We have grown so afraid that children will be tired, that we are spoiling them.

† What even that work amounts to sometimes, or how mechanical a standard is set, may be inferred from the fact that last year, "at the English High School in Boston, the answers to the questions in interest were marked wrong, if they were not in conformity with a method of solution recently adopted by bankers and brokers, as yet unknown to the schools."

paper does expect much more maturity of mind than any of the others.

Reading, writing, and spelling are of course prerequisites to all this. In Salem, candidates are examined through square root. The rest of the work is the same as the above.

The real meagreness and poverty of this acquirement does not appear until we consider the time devoted to it. The New-England school superintendents at Worcester, last winter, adopted a programme of studies for Primary and Grammar Schools to cover nine years of school life. The lowest school age is five years. A boy or girl will then be fourteen when ready for the High School. The subjects of the programme are precisely those I have noted above, with the addition of "oral instruction," which may be construed to mean something of natural history, botany, etc. I am not forgetting all this while the drawing and music, but such bright spots are those in school life that I should almost count them as recreations. The time given to them is really a gain to other studies. I often reckon it as one of the minor "special Providences" in human affairs, that these pursuits were *discovered* and introduced into our public schools just when the great burden of inevitable machinery was growing so oppressive.

Let us examine the programme a little in detail. Arithmetic begins the second year, and continues throughout. Think of it! a lesson in arithmetic five times a week, for eight years to go through interest, or, taking it at the best, to go through square root!

Geography for six years, to learn "What are the West India islands?" "Draw a map of Pennsylvania." "How much larger is New York than Massachusetts?"*

"Language" appears for six years, with the note that a text-book on grammar will be used the seventh, eighth, and ninth years. Think of it! Three years to learn the parts of speech and the analysis of sentences like that I have quoted!

Two years (at three hours a week) are required for the American history. Besides, there is an exercise in reading and spell-

* See Boston School Report.

ing one hour every day. None too much if rightly used, but think of nine years of school readers, when all the world of literature is waiting for the child.

I am anxious to make the best case I can, so I may add that I find some English history required to enter the High School for girls in Boston, and candidates are supposed to have finished the arithmetic. But I am told that very many have not learned the latter properly. Moreover, many of the girls there are older. The class graduating last year, after a three years' course, averaged nineteen.

As to the superintendents' programme, I should be glad to learn that it covers more than appears, and that the standard of entrance to the High Schools may be raised accordingly, but I see no sign of it yet. Criticism of the programme is not intended here, but two notes may be permitted. The phrase "Oral Instruction" may signify the most valuable work; but in practice, I believe it results in nothing, unless some minutely definite scheme like that in St. Louis is adopted, nor even then will the time be well spent, unless the work is carefully tested. At present, no mark of it appears in the High School requirements.

Throughout the nine years, one half-hour is set apart each week for "Morals and Manners." The programme expects too little or it overlooks too much. One half-hour for moral education and the teaching of good manners is pitifully little. But the fact, which the programme ignores, remains, that there is no school in which "Morals and Manners" are not taught, for better or for worse, every hour in the week. Each going out and coming in of the teacher — each word, yes, and each silence too — is an unconscious lesson which is working its sure effect upon the scholar.

This, then, is the aggregate of the average work. Very elementary geography and grammar, arithmetic through interest, and United States history. The reading classes might be the means of adding much to this scanty store of mental furniture, but I cannot find schools of the lower grades where any books are regularly used except the Readers. Who that has examined these books does not know how wretched are the selections?

For the few good ones let us be thankful, but in actual use the choice is too often for the worse. I have even heard that "Oliver Optic's Magazine" is subscribed for as a school reading-book. I shall gladly hear that contradicted; but I do know that many reading-books are largely compiled from the weak stuff offered as "children's periodical literature."

Thus much for what the children do. Our second question is, "*What might reasonably be expected of them?*" I naturally refer to the Boston schools, for the reason given above, that the large cities will show "the high-water mark"; and moreover, if a Boston school committee has not wisely decided these things, who then (judging *a priori*) can?

In a "Daily Advertiser" of this present August, I find the annual notice of examinations for the admission to the English High School. The subjects required are precisely those I have given above. The amount of arithmetic is not stated, but last year's papers "through interest" may be inferred. The same "Advertiser" contains a similar notice for the Latin School, with the specification of "arithmetic through reduction and fractions both vulgar and decimal." Both notices contain the words, "Candidates must not be less than twelve years old." The simple interpretation then must be that a Boston school committee thinks boys of *twelve* might know as much as is required in these subjects.

Have boys of twelve learned as much?

Let us see what the High School age really is. The superintendent says the average age of those entering the English High School in 1872 was "*nearly fifteen years.*" "Thirty-eight were over sixteen." In the Latin School, only *fourteen* were under thirteen. The average age of the *whole class* was 14.68, and of the *larger half*, 15.31.

For either school, the committee says they may be ready at twelve. What were they doing from twelve to fourteen and a half? Apparently interest is required for the English High School over and above the work for the Latin School.

Was that class of "*nearly fifteen years*" studying "interest" from the time they were twelve? The supposition is absurd. Both classes at twelve must have been in some remote stage of elementary study.

Such being the case with boys, it is even worse for the girls, who are in the same or parallel classes with the boys in the Grammar Schools; for at twelve or fourteen girls are at least two years ahead of boys in maturity.

I have known girls of fifteen, who were reading Horace and Molière, and studying Trigonometry, while their knowledge of English authors would be a credit to High School graduates of the present day. Nor had they had exceptional private teaching, but they had come from Grammar Schools.

Is it not plain that at least two years more is devoted to this very narrow range of study than is really necessary?

I do not mean what I say for criticism upon the schools. I should be only too happy to believe (upon due evidence) that the scheme is the very best possible to be devised by human wisdom as at present developed, but I do insist that here is sufficient proof, that children are not doing too much — that they are learning too little altogether.

I shall be answered that for all that, school does harm the children. Those who at eight or ten are keen and bright, only too eager to learn, at twelve and thirteen have become dull and indifferent. They have sunk into a kind of droning commonplace, out of which they must be roused and quickened as if to a new life before they can make any progress.

The careless explanation of this admitted fact is over work. The *real* cause is mistaken, useless work. The analogy between physical exercise and mental may give us a useful hint. Ask a stout boy to bring a gallon of water a quarter of a mile, and he will do it readily, but set him to bring it in a tea-cup, retravelling each time the weary way, and see what will come of it. Or start a party of girls on a vigorous walk of an hour, and mark their bright freshness on their return. But make them creep the same distance by inches, and what a different tale you hear.

We do much the same thing in the slow, creeping pace in which these elementary books are studied. I have seen a class of boys of twelve kept six months over Hill's little geometry, a book written for children of five and seven. If we let children *mull* (I know no word less homely that is adequate) over their work in this way, we surely deaden every mental faculty, if we do not actually

hurt them physically. That harm will come later when for want of previous preparation the High School years are crowded.

Some one will ask, Will you put High School studies into the lower schools? By no means. I would even postpone the arithmetic perhaps to the first year of the High School, were it not that so very few ever reach it. (In Boston only .06,)

I would never have a child do a thing which must be done over a second time, and so I would make room for more studies, more and better reading, and for that most precious of all childish acquirement, the committing to memory. Need I add that this last should be of the best and choicest of all that is within the scholar's comprehension? It is sadly true that children are actually made to commit verbatim the questions in Colburn's Arithmetic!

An instance is at my very hand of what I mean by "doing things which must be done over a second time." A little maid of eleven, who has just finished the first year in a Grammar School, is sitting by my side, and I ask her, "What did you study for arithmetic last year? Quite ignorant what I am about, she replies, "Relations of Numbers, and Fractions in the Common School Arithmetic." "We went all through, but we are going over it again next year. We did not understand it very well," she adds, with a certain pathos.

How can children of that age understand "it" except in the simple forms of analysis, as in Colburn's Arithmetic? How much better to wait till the maturer mind can grasp it once for all. It is this groping in blindness that wearies and dizzies the child's brain.

Why not have given the arithmetic hours this year (except for very short mental exercises) to elementary botany? It will be five or six years before she reaches it in the High School. What delight it might give to her summers meanwhile. Or the hours might have been doubled for reading. She is at this moment reading with eagerness an elaborate guide-book for Westminster Abbey. Why should she not have had in school last year "The Sketch Book," "The Lay of the Last Minstrel," or "The Book of Golden Deeds"? Why should not the boys in her class have read the larger part of the Iliad? It is written

again and again that there is no such keen enjoyment of Homer (short of the accomplished scholar) as by young, ardent schoolboys.*

What they might do in Latin or French I leave one side, because it seems agreed that these studies shall not have place in Grammar Schools.

I am wandering from what *is* to what *might be*, and I recall myself to my proper subject, — What is accomplished in the Grammar Schools?

The amount and the kind of the work is of an importance which we underrate in our usual way of looking at our school system as a whole.

The last result in a "High School Graduate" seems so much to be commended that we accept it as a sufficient one. We seldom ask, as we count the fifty or the hundred of the graduating class, where are the thousands who entered the Primary Schools.

In the quiet country towns the High School proportion is larger, but in the manufacturing centres and large cities the falling off is something startling.

In Boston the upper classes of the Grammar Schools shrink to but one fifth of the size of the lowest, and that number is again diminished by much more than one half before entering the High School.

Does it need more than this to show where the gravest work for School Committees and Superintendents lies? The college standards provide for that flower of our youth by which the cultivated classes are perpetuated. In the preparation for them, the faults, the failures, the waste of time in earlier training is somewhat made up, though too often at painful cost of health.

But for that far larger number who know no more than the Grammar School, are we doing our best? Some mental disci-

* The objection of the cost of the books is no longer valid. Any book that is wanted by five thousand children, or by one great city will be put into their hands cheap enough. If American publishers cannot do it, the English will. In cheap school-books of a superior class, they have far outstripped us. When the "Minor Poems of Milton," in type and binding really elegant, can be bought here at retail (duties and all paid) for twenty cents, there need not be talk of expense. There is an American edition of Scott's Poems, each one by itself, which could be put into the schools to-morrow for fifteen cents at the outside.

pline we do give them. Is it always the wisest? Might we not add some mental store?

Such are the simple facts about Grammar School work. They are commended to the consideration of parents and friends who complain about overwork, and to the attention of teachers and committees in whose hands rests the disposal of these precious hours, and from whom some day the community may ask an account for wasted time.

MRS. A. C. MARTIN.

MOUNTING A CAMEL.

FEW places, perhaps, have been so unanimously vituperated as Aden, and I never met with one more deserving of all the rugged things which have been said of it, than this hard-baked, terrestrial antithesis of Paradise. Aden appears to have been designed by nature to afford the British Government an opportunity to exhibit its skill in engineering and in developing its national debt. As long as this place keeps above water, there is little fear of that financial institution languishing. The chief work consists of a series of tanks cut out of the solid summit of a mountain, but into which no water has as yet found its way, mainly owing to the difficulty of inducing it to flow uphill. The next undertaking was to cut an open road through an adjacent mountain. This affords a means whereby the other sentinel who forms the English army here can get up and relieve the one who spends half of his existence in solitude and contemplation of blasted granite, midway.

Like other maniacs who land here for pleasure, we went up to the town, chartering for that purpose three fourths of an American buggy and half an Arabian steed. The driver, the only complete part of the conveyance, furnished our first acquaintance with the noble Arab. When Jack (the writer's companion) asked him his fare, he produced a tin case containing his diploma and scale of fees, and after rubbing on to his forehead some of the dirt which adhered to it, he laid it at our feet with that quiet dignity and polished ease which characterize this wonderful people. Jack observed that if he was likely to

want it again, and had an objection to its being trodden upon, he had better take it up and drive on, — which he appeared to understand, and we proceeded.

The first remarkable sight which presented itself, was a row of travelling hay-ricks ; a close examination revealing the fact that each had a camel hidden inside it. We shortly met several faggot stacks with the same internal complaint. Our Jehu, who evidently thought that name had some relation to "gee up," and hit his horse every time Jack so addressed him, told us in answer to our inquiries, that they belonged to "Nosavey" ; we concluded that he must be a great chief hereabouts, and he seems to own the principal part of the settlement. About half-way up, the pluvial kettle boiled over, and we had a hot shower-bath. This was the means of dispelling one of our illusions ; for on the first drop, Jehu unwound from his head the twenty-seven and a half yards of cotton shirting which he and his compatriots delight to bind round that end of their persons, and he sat revealed a most ordinary looking nigger, and not a reflective nigger either ; for we mutually agreed that if ever there was a garment capable of being benefited by tepid rain-water, it was that cotton cable which he was taking such pains to keep dry.

The houses forming the settlement were probably built four thousand years ago. They are finished, all except the roofs, which in all likelihood will be added in two or three centuries. The chief occupation of the people is contemplation, and the natural products of the place are goats and whitewash. We found a shop where two turbaned sages convinced us of the utility of measuring our mental strength with the wisdom of the East, by forcing upon us a pair of leopard skins (which they had probably stolen) in exchange for about twice the number of rupees which would have bought them in Broadway ; and then we concluded to return.

I thought how incongruous it will sound to say, "We drove back to the ship." We are in Arabia, and the camel, that patient fleet, long-enduring ship of the desert, is the proper means of locomotion ; so I left the buggy (Jack has no poetical conceptions, and stayed inside), and, hailing a son of Ishmael, made known my desire. He promptly led out a twelve-foot scaffold-

ing of bones and mange, to which he addressed some words in a foreign language. The scaffolding replied in a more foreign language, and a louder tone, upon which the Ishmaelite hit it with a golf-stick, and it began to fold up; when it had finished, they told me to get on. This, then, was a camel. I had never seen the feat performed, but having surveyed with interest several of the natives who had got on, I knew pretty well whereabouts to "get," but I was not prepared for the succeeding part of the programme; for I had hardly settled myself upon a protuberance formed, I guess, of paving stones in a gunny-bag, and was beginning to look out for places for my feet and something to hold on by, when the animal, yielding a second obedience to the eloquence of the golf-stick, began to rise. Now, if it would only have done that steadily and calmly, I should not have objected; but the vicious brute seemed to get up in five different places at once. The first movement afforded me a closer view of the sands of the desert than I had yet experienced or intended; and before I was able to form any decided opinion on that section, I was introduced to a study of the sky checkered with such a rapid recurrence of sea views, that it was n't until the ferocious caravan began to go that I collected my jolted senses. My first discovery was the enormous height to which I had been elevated. The sands were now almost undistinguishable, and the slave who held the rope attached to the end of the machine that went first, looked a mere pigmy. I was at the same time sensible of the extreme affection I entertained for those same sands, tempered with earnest and disquieting fears of a premature and too rapid resumption of their acquaintance.

After two minutes of this agony, the animal began to run, or trot, or whatever else they may choose to call a motion which combines the vivacious dancing of a surf-boat with the wabbling jolt of a congress wagon on a corduroy road. When I had sufficiently mastered the intricacies of this method of navigation to be able to speak without falling off, I signified to Jack, who had driven alongside, that I would pay the nigger just as much if he would let me get down now; and he having communicated this fact to Jehu, and Jehu to the other nigger, and the other nigger, by a repetition of the stick process, to the travelling menagerie,

I was put through another panoramic course, and finally left upon the sands, right end uppermost. I presented the proprietor of this animated instrument of torture with a piece of silver sufficient to board and lodge him for six months, upon which, true to the instincts of his race, he held out his other hand for more. Jack said it was because I had forgotten to kick him, which I think probable. Both he and Jehu chose to assume that I had n't enjoyed my experiment, although I never uttered a word to that effect. The latter observed, "Englishmans can best ride horses and carriage." I told him I could mostly ride in a four-wheeled carriage without falling off, especially if it was n't after dinner.

I believe arnica possesses healing properties. I shall ask the doctor for some directly on getting aboard.

E. C. Smith.

METHODS OF CLASSICAL STUDY.

The value of oral and written translations of the classics, as a means of education, is sufficiently attested by the universal prominence given to such exercises in school instruction. Whether we seek familiarity with the productions of the regal intellects of antiquity, or inspiration for the work of life, which the contemplation of their sublime thoughts will kindle, or mental culture and the formation of correct principles of taste, it is to translation that we almost instinctively betake ourselves, as being the most natural and obvious means of attaining the desired end. Says the lamented Dr. Arnold, "The study of language seems to me as if it was given for the very purpose of forming the human mind in youth; and the Greek and Latin languages . . . seem the very instruments by which this is to be effected." And subsequently his biographer remarks that he regarded extempore translation "as the only means of really entering into the spirit of the ancient authors."

That the value of an instrument depends chiefly upon the method of its use, is a truth of almost axiomatic clearness. Now translation may be viewed as an instrument of mental growth in the hands of the classical student, and therefore it must conform to the same rule. Rapid and substantial progress in classical

learning, with imperfect methods of translating, ought not to be expected, any more than a mason ought to expect to see the walls of the building he is erecting rise rapidly, so long as he uses the flat part of his trowel for a handle, instead of putting it to its legitimate use of smoothing mortar.

But an exact parallel to the mason's folly may be witnessed in many schools of reputed excellence and thoroughness. The whole aim and purpose of both teacher and pupils seems to be the wrenching and dislocating of their fortunately supple native language, so that it may be remodelled after the compacted, inelastic, classic tongue. "Disjecta membra" can be the only result. They are using the flat end of the trowel for the handle. They have bound a young, living, rapidly growing body to a beautiful but lifeless marble statue, and imagine that this young flesh and blood will shape itself with readiness to the symmetry and rigid repose of its companion.

The adaptation, however, must be mutual; the massiveness of the statue must be toned down, so as to correspond, in some degree, to the litheness of the youth; its majestic countenance must be touched here and there so that the severity of its lines may be somewhat mitigated; while the youthful mien must be made to assume at least the semblance of dignified repose.

Drooping the metaphorcal statement, we affirm that the translations of the classics which one hears in far too many of our schools are of the lowest, most meagre, and most unphilosophical description. Words are indiscriminately transferred: the ablative absolute is rendered with painful literalness; the subjunctive of purpose with 'ut' if of the 3d person, is almost invariably translated, "that he may" or "that he might"; and the relative pronoun must be "who" or "which," even if it stands at the commencement of a clause.

To suppose that such gross violations of English idiom are allowed to pass unchallenged, because the teacher's educational qualifications are insufficient, is simply impossible. Frequently, weariness and physical weakness are the causes to be assigned, but still more frequently, I fear, the absence of a settled determination on the part of the teacher that no superficial or crude translation shall be countenanced.

Unless there is reason to suppose that human nature is going to be suddenly revolutionized, we must not expect that the advent of a new year or of a new class of pupils will effect any noteworthy change for the better. The schoolboy of to-day is, in all essential respects, the type of the schoolboy of the next century. The unbecoming and annoying characteristics which we seek to eradicate now, the teachers of that period will be engaged in eradicating. Spartan firmness and Christian patience both must have their perfect work. It is not enough merely to correct an awkward or erroneous expression twice or thrice, and then relax your effort. The grammatical principle explaining the difficulty must be repeatedly pointed out and read aloud a score of times, if need be, and the pupil's sluggish and dormant energies must be awakened by the infection of the teacher's enthusiasm. Let pupils once get the idea fixed in mind that a translation is something more than verbal correspondence or rearrangement; that it points also to a recasting of the thought in its integrity, to the end that conformity to another mode of expression may be secured, and a foothold for the truth has been gained, which patience, persistence, and, above all, frequent illustration of what is meant by literal translation in its widest sense, will keep intact and gradually extend.

Apparently the design of the system of translation called "construing" is to give young pupils a definite notion of the different parts of speech and of grammatical inflection. But, with the introduction and very general adoption of new methods of teaching, its functions have been very largely superseded, and its utility may now be fairly disputed.

As long as the beginner was required to commit to memory a large portion of the grammar before attempting translation, the vagueness of his ideas in regard to stems and endings was exceeded only by their confusion and perplexity. To take liberties, therefore, at the very outset, with the properties of nouns and verbs, by changing the dative to the ablative or the passive to the active, would indeed drive him to despair, however much it might improve the English of the sentence.

Thus a defective method of instruction, supported by inadequate and ill-adapted text-books, introduced and perpetuated the unprofitable practice of construing, and the learner, after a dreary

and toilsome journey through a maze of imperfectly comprehended sentences, was thrust into Cæsar or Sallust, poorly furnished — nay, wholly unfurnished — with the prime requisites to rapid, easy, and substantial progress.

The restless and inquiring spirit of the present age, the wonderful increase of travelling facilities, and the consequent multiplication of teachers' institutes and conventions, whose avowed object is discussion, has at length effected a change in our educational centres, whose example the country at large has been swift to imitate. There is still need, however, that the superior merits of the new method should be frequently set forth, and the friends of educational reform should consider themselves specially commissioned to prolong the agitation, until old prejudices and hostility to change, whether caused by early bias or indolence, are compelled to give away everything, and leave an unobstructed field for broader and more systematic culture.

Under the beneficent working of this change, the learner now rejoices in his new Greek or Latin reader, while his feet are still young in the paths of classical study. Even before he has trodden them a week, he begins to translate simple sentences illustrative of the first declension, and by successive steps he passes rapidly through the remaining declensions and the four conjugations. If only a good degree of thoroughness has been exacted, he will be found to possess an intelligent conception of grammatical structure, a considerable vocabulary of words, and an undemonstrative, perhaps, but none the less sincere, liking for classical study.

In all these points, he presents a striking contrast to the pupil who has been instructed by the old method, and if by their fruits we learn the relative value of systems of instruction, the obloquy cast upon the one, as well as the universal favor accorded to the other, is nothing more nor less than the verdict of impartial justice.

Some merit in facilitating the learning of syntax may be conceded, without prejudice, to the old method. But were its claims to regard in this particular far greater than they really are, its glaring faults in other important respects would justify its rejection in our schools. Leaving out of view its inherent awkward-

ness and its undeniable tendency to vitiate the learners' style of writing and speaking English, it is no exaggeration to say that the study of the classics would lose not only half its freshness and interest, but also half its value as a means of education, were the method of construing to be rigidly adhered to in the class-room.

On the other hand, what can be more stimulating to the mental powers than the thoughtful and minutely exact reproduction of some grand original thought of Cicero or Plato, in the graceful idiom of the English tongue! How it tasks the skill, the ingenuity, the sense of fitness, the memory, and the logical judgment! And it is not alone the mature intellect that can enter this palæstra; the youngest pupil of all may there participate, according to his strength, in the invigorating labor. Is it well, then, to retard his growth and diminish his enjoyment, by chaining him to a system which starves his intellect, dwarfs his enthusiasm, and cripples him in the use of his native tongue?

With all their acknowledged excellences, many of our classical text-books are still defective, because of haste or carelessness or superficiality in the preparation of those valuable adjuncts to classical study, the notes. The translation of difficult passages, if attempted at all, is often very poorly executed, and too often the editor affords melancholy evidence of the thoroughness of his early training by his laborious efforts to be literal.

If old precedents *must* be copied, let him at least place the literal and the idiomatic side by side, lest he leave room for the damaging but quite legitimate inference, that the learning of schoolboys, and the learning obtained by long and patient delving in the mine of classic lore are not essentially different, either in kind or degree.

Let it not be supposed that wholesale interpolation and paraphrasing is herein advocated. A too elastic interpretation of the text is to be avoided, quite as much as a servile dependence upon it, if we wish faithfully to reproduce the original thought. The wise middle course must be pursued, in order that the collective benefits of classical study, so immeasurable, yet so difficult to portray, may be assured.

FRENCH IN HIGH SCHOOLS.

In this paper I propose to say a few words on the subject of French as taught in High Schools, with a view of suggesting what seem to me to be improvements in the way of looking at the subject; or rather, attempting to prove that a different view of the main object to be attained would so far modify existing methods as to make the attainment of that object more certain; and perhaps making one or two suggestions about methods of teaching.

Perhaps it is safe to say that about one fourth of the time usually given to this branch in High Schools is spent in the endeavor to learn to talk French, the other three fourths being about equally divided between reading and writing the language. Of course these proportions differ in different schools. At all events, the text-books most generally used necessitate a method of teaching that makes practice with the voice and pencil the main part of the work for the first six or twelve months of the course. The first part of Bôcher's Otto's French Grammar is divided into forty-seven lessons averaging about four pages each. Besides the grammatical rules and statements of principles, each lesson (with some exceptions) has an exercise in conversation, another in reading, and another in translating English into French. The latter, of course, may be recited orally, but it is generally written. There is an aggregate of about one thousand sentences under this head. Three different kinds of practice are thus kept up side by side, and the pupil goes from one to another in the same lesson. It is not my present purpose to criticise this method of learning French, but to call attention to what may reasonably be expected to result from it, and to compare this result with that of another method soon to be mentioned.

If an inquiry were made of High School graduates who had studied French for the full time prescribed in their course as to their ability to read, write, and speak it, the majority of them would probably lay no claim to being able to converse in French any more than is implied in asking and answering short questions after the manner of the books. Could any of them write a friendly letter in French? Not one in a hundred; or, not to seem extravagant, say not five per cent of them. But how many

of them could take a French book they had never seen and read it with ease and satisfaction to themselves? A larger number it may be hoped than in either of the other cases, but yet it is doubtful if the average High School graduate has had practice enough in translation to enable him to read French easily at sight. Admitting, however, that our graduate has made some approach towards perfection in this last particular, while in respect to the other two he has but little of practical value to recompense him for the time spent, we are led to the suggestion that it was my purpose to make at the outset, viz. that the main object to be kept in view in laying out a course in French for High Schools should be to enable the pupils to translate French fluently into idiomatic English, and to provide that the pupil shall read the greatest possible amount in that language in order to gain this fluency and ease of translation, as well as to acquire a large vocabulary in a natural way, and to become acquainted with a variety of authors and styles. Whatever may be done in the way of conversation and composition (about which I shall say a word farther on) should be made altogether subsidiary to this one main object.

The popular idea regarding the importance of learning to speak and write French is in great measure a mistaken one. It is regarded as an eminently practical thing to learn to talk French. So it would be, if there were to be any call to use the power after acquiring it. But in the great majority of cases it is as unpractical as the making of nonsense verses in Latin. In Canada, where there is a large class speaking French as their vernacular, it becomes necessary for persons in almost every kind of business to speak both English and French. It is not so here, and never will be. A great deal of time is spent in trying to gain an accomplishment which may never be called into exercise. It hardly need be said that High School courses should not be laid out with reference solely to here and there a pupil whose parents may be rich enough to take him to France. But all this is supposing that French conversation can be taught successfully in classes. Whatever exceptional teachers may have accomplished in exceptional cases, it may be confidently asserted in general that conversation cannot be taught in classes, except in the most meagre way, without the expenditure of more time than the whole amount devoted to the language in the ordinary High School curriculum. If one has at command a large vocab-

ulary acquired in an extensive course of reading, and has learned to observe and remember the difference of English and French idiom, whenever occasion requires, he may learn to talk in a very short time. The same may be said in a general way about composition. It is a useful accomplishment for some persons certainly, and for them it is a practical study, but for the majority of High School scholars it is not practical when regarded simply as an end in itself. As an aid to fixing in the memory the forms and idioms of the language it has a value quite independent of what is usually considered its chief value. Double translation is a great help in learning any language. The effort to reproduce in the foreign tongue what has already been translated from it is a most excellent practice. It serves to arrest the attention at every step, and to keep the mind on the alert. Therefore, some practice in writing should be joined with the reading lessons.

If, then, the attempt to teach French conversation and composition (except as above provided) were given up, what follows? Plainly that there would be a great deal of time to spare for the study of French literature. And furthermore, if reading is taken to be the main object of the study, we might begin the practice of translation at once, in the very first lesson. For a grammar, any one of the grammars in common use would do for reference, but all that would be necessary would be such a book as would give the paradigms of inflection, a list of irregular verbs, and brief statements of the general principles and peculiar usages of the language. We should also need a dictionary, unless the text-book used contained a vocabulary.

Let us suppose we have a class of beginners provided with books as above directed. Let the book be one that will be interesting. Fortunately good books for our purpose are not far to seek. The works of Madame Foa, "Le Petit Robinson de Paris," "Les Petits Peintres," and "Contes Historiques"; "Le Grand-Père" (but not all of it), "Les Trois Proverbes," and many others are well suited to our purpose. Having made your selection, call the class, and, after an introductory lecture on language in general and on French in particular, proceed at once to translate to them a few lines, explaining every word — its meaning, form, etc. Let each pupil be provided with a blank-book in which he is to copy down from your dictation all idiomatic con-

structions: first the French phrase, then the literal translation, and then the same in idiomatic English. Here follow a few examples taken from such a book: *Des pieds à la tête = from the feet to the head = from head to foot; Les bras ouverts = the arms open = with open arms; Où veux-tu que j'aille? = where do you wish that I go? = where do you want me to go?; Tu as dix ans = you have ten years = you are ten years old.*

Let each lesson be anticipated by such explanations of difficulties, and let all such idioms as those given above be committed to memory and recited as a part of each lesson. The inflection of the regular verbs must be learned very soon, but need not be learned all at once. The irregular verbs may be taken one at a time, beginning with those in most frequent use. In short, it is proposed that the teacher shall teach his pupils to read French without any previous study of the grammar, and without the long drill in short sentences that usually precedes the reading lesson.

By pursuing some such method as I have indicated, I think pupils will, in the two or three years of High School life, gain sufficient freedom in translating French to be able to read it without having to use a dictionary any more than the average student ought to use one in reading his own language. French books are now within the reach of almost every one. It seems to me that there is no study of the High School course which is more likely to be continued after graduation than French, if the pupil can be made to reach that point where it is a pleasure to read the language, not as a drill for discipline, but as one reads his native language, for the sake of what he reads about.

The necessity of reading a good deal in order to acquire facility in translating cannot be questioned. In the later stages of the course the pupils should be required to read much more by themselves than can be read profitably in the recitation. To ensure this result, and to make the study thoroughly practical, a French text-book in some other study of the course might be used, as is done, I believe, in the Boston Latin and English High Schools.

If time permitted, much more might be said of the advantages of this course; but if it be admitted that it is desirable to save the time usually spent (I will not say wasted) upon conversation exercises, and a part of that spent in composition, how the time thus saved shall be used no teacher will be at a loss to determine for himself.

M. G. D.

Resident Editor's Department.

SHOULD CHILDREN BE REQUIRED TO COMMIT TO MEMORY WHAT THEY DON'T UNDERSTAND?

We often hear this question, and it not unfrequently leads to a long and unsatisfactory discussion. We have our own opinion with regard to it, but we cannot give it with a simple "yes" or "no."

There are various degrees of understanding, and we may say of children, especially, what St. Paul said of adults, himself included: "We know in part." If we take the ground that children should commit nothing that they do not *fully* understand, there would be very little for them to commit. They do not fully understand the simplest stories, in which they may be intensely interested, and from which they derive distinct notions. They "understand as a child," and it is only when they become men that they "understand as a man."

What child *fully* understands the subtle meaning of Wordsworth in that beautiful poem, "We are Seven"? And yet every child will understand enough of it to be interested in it, and to be benefited by it. We think it would be profitable for every child to commit it to memory.

What we do object to is requiring the child to commit some abstract statement, which to *him* does not convey any idea. For instance, in a popular school grammar, we find this definition of mood, viz. "Mood is that property of verbs which shows how the act or state is referred to its subject."

We should not like to be guilty of requiring a pupil to commit this definition. Not because he cannot fully understand it, but because it does not convey *any* idea to him; and we think it a very bad habit for any one to acquire, to use words without attaching *some* meaning to them.

The same criticism may be made on many of the selections in our reading-books, especially for the upper classes. If pupils were required to read only such selections as convey to them some definite and distinct ideas, we should have less of that monotonous drawl than at present. The emphasis and inflection would be determined by the meaning, and would, in most cases, be correct.

Reading which conveys no distinct idea, besides its pernicious influence on the elocution, induces a listless habit which takes away all the benefit of reading.

MECHANICAL DRAWING.

Mechanical drawing, in contradistinction to *Free-Hand* drawing, is done by aid of mechanical contrivances, and is simply an application of geometrical principles. The *quickest* and *surest* way, therefore, of gaining a knowledge of

these principles, is by studying the subject of *projections;* for it matters not whether the subject be a house or a machine, so long as these fundamental laws are known. The difference between machine and architectural drawing is one of construction only. The best machine draughtsman would not know how to draw the plans for a house, simply because he is not acquainted with carpentry. It is very hard to make our mechanics believe this. The writer has often given a pupil some simple problem of projection, for the purpose of making him something more than a mere *copyist*, and has received the reply: "I want to draw a house," or perhaps "a piece of machinery"; and this before ths pupil could represent the simplest thing on paper. How can one reach the top of the ladder without commencing to climb at the bottom? If the pupil is always to *copy* and never to learn the elementary principles, how can he be able to draw any new thing which is not already drawn and before his eyes? How can he carry out his own ideas on paper? Most men are frightened at the mere name of geometry, yet the subject can be made very simple in the hands of one who understands it. It is almost impossible, however, to get a class of men together who are willing to pursue such a course, notwithstanding it is much the quicker way of mastering the subject. They want to draw houses, machines, etc., at the very commencement. If the pupil has not already studied the principal rules of projections, then the books and examples which form the collections in our evening schools are totally unfit for such purposes. The books were never intended for those who know nothing about drawing, but for those who wish to learn the *technicalities* in the several branches. The simple curves, curves of intersection of the different surfaces, as well as the dimensions of the details, are not given. There is consequently no means of knowing how to draw these examples except by taking off with the dividers and scale every dimension, which is mere copying, and requires very little, if any, judgment. This is not an accurate method of drawing; and accuracy is very important in mechanical drawing, for the examples are seldom drawn full size. Take for instance the slide-valve of a steam engine, which has, say, a lap of 1-32 of an inch, and let the pupil be required to make a drawing of such from a copy drawn to a scale of one eighth; is this not absurd? Is it not evident that these books were intended for those who have mastered the elementary principles and who have some judgment? There have been, so far as the writer can learn, no *working* drawings of the *details*, either in carpentry or machinery, published in England or France, which are suited to *beginners* in drawing. In Germany, however, there has been a series of working drawings published, relating to all branches of industry. I mean by *working* drawings, those which can be used by the pattern-maker or carpenter, without the necessity of placing his rule upon them to ascertain any dimension. Such drawings are the only kind that are fit to be placed in the hands of those who are commencing to draw without having a previous knowledge of the elementary principles of *projections*, and who, consequently, can have no judgment, being like so many machines. Most of the works written in our country seem to have been written by those who have no experience in teaching; and a good work written by one who is

acquainted with the subject, theoretically and practically, is much needed, Books from France or Germany would be of little use here, for the dimensions are given in a foreign measure. On the other hand, publishers are unwilling to risk the publication of a good work, for fear of not making enough money. I think in a six months' course, of two lessons per week, in projections, the pupil would gain information enough to enable him to draw with comparative ease any ordinary object, and use the books on *construction* with profit. The more complicated surfaces require of course more study. There is still another good reason why the pupil should pursue an elementary course on projections. Every branch has its technicalities, and it is difficult to find a person who is acquainted with all. Take for instance a flight of stairs, which on the drawings above mentioned are merely indicated. To be able to draw such the pupil must know enough to understand some work on the subject, or the drawing must have *all* the necessary dimensions and directions for making a working drawing. In our schools we have carpenters, masons, machinists, etc., and it is impracticable for a teacher to explain each individual drawing in all its *details*, unless the whole class have the same drawing; but this is again impossible where so many different elements are present. Besides, one teacher cannot know all the branches in detail, and the towns cannot afford to employ separate teachers for each branch. In the cities where conveyances are plenty it is very easy for a person to attend school; but where such opportunities exist, we find the schools very poorly attended. The young apprentices should think of this, instead of wasting so many valuable hours. In the country the pupil is often obliged to walk a distance of two miles, which is not so easy after a hard day's work. Teachers and pupils should remember that mere colored and finely lettered pictures are not what is wanted in the shop. At the last exhibition in Boston, there was only one school which had examples of *real working* drawings, and this was scarcely mentioned. I can see no reason for this, unless it be that these were not shaded and made to *attract* the eye.

These evening drawing schools may be carried on then in three different ways:—

First: We may teach the *principles*, which are applicable to all branches of mechanical drawing; leaving the few technicalities peculiar to these several branches, to be gained by consulting books relating to such, which can be done without the aid of a teacher.

Secondly: We may place in the hand of the pupil, to be *copied*, drawings which shall have the dimensions of *every* detail.

Thirdly: We may have a collection of *construction* drawings, leaving the explanation of every detail to the teacher.

Which method is the best? H.

Boston, August, 1873.

FAGGING.

WEST NEWTON, Aug. 1873.

My Dear Sir, — It was my good fortune to be present, by invitation of Dr. Henry Hayman, head-master at Rugby, at the annual exhibition of that celebrated school, June, 1871 — two years ago. Without giving my impressions of this admirable school, made so famous by its late master Dr. Arnold and his pupil Thomas Hughes, and where so many of the sturdy Englishmen of the middle c ass send their sons for training and education, I am tempted to furnish "The Teacher" and its many readers Dr. Hayman's views on the subject of Fagging. They were given in a letter to me in answer to some inquiries made concerning certain features of the school system, among others of the fagging system.

It is well known that Dr. Arnold sanctioned the practice, and upon higher grounds than those of the Professors at Heidelberg sustaining the barbarous custom of duelling; viz. as an escape valve for the bad blood and riotous spirits of the university. But let Dr. Hayman speak.

"We regard the fagging system as a valuable bond of union between the older and younger boys of all ages from eleven and twelve up to nineteen or twenty (there are two now in the school who will be twenty this summer or autumn). Under our system of government and discipline, we get on far more successfully, and probably with fewer punishments and less strain on the machinery, *with* fagging than we should *without* it.

The boys like it, and cherish fondly the recollections whose fags they were, and what house they boarded in, and who were their fags in turn. It only implies such services as putting an elder boy's study in order, making his toast, picking up his cricket ball (for a limited time only during the day and a few turns only in the week), taking messages from a præpostor (VIth Form boy with authority), and taking a certain regular share in athletic games, which, however, delicate boys are always absolved from. My son eleven years old is at Bradfield College, Berkshire, where I was lately head-master, and is fag there, as all of his age are. I never hear him drop a word of complaint, and feel sure he is as happy as a boy can be, etc."

It is claimed that the service rendered by the younger boys to their senior school-fellow develops in them deference, courtesy, submission to authority, and that manly pluck so characteristic of the true English lad or man.

It is also believed to cultivate the nobler, kindlier traits of character in the older lads, which points I will not discuss at this time.

N. T. ALLEN.

THE following caustic epitaph on the chancellor of the exchequer has been going the round of the papers: —

"Here lie the bones of Robert Lowe,
Where he 's gone to, I don't know.
If to the realms of peace and love,
Farewell to happiness above.
If haply to some lower level,
We can't congratulate the Devil."

We subjoin an amusing impromptu Latin translation attributed to Mr. Lowe himself.

Continentur hac in fossâ,
Humilis Roberti ossa.
Si ad coelum evolabit,
Pax in coelo non restabit;
Sin in inferis jacebit,
Diabolum ejus poenitebit.

The "Guardian" has the following very clever Greek version: —

Δώνος ἐν φθυμένουσιν ὅτοι δὲ βέβηκεν, ἄδηλον
εἰ μὲν ἄνω φροῦδος, πῶς λῶιον Οὐρανίοισιν;
εἰ δὲ καταχθόνιος, τόδε νσμενές Εὐμενί δεσσιν.

SOME REMINISCENCES OF BOSTON SCHOOLS FORTY-FIVE YEARS AGO.

BY GEORGE W. MINNS.

Per angusta, ad——.
"I will conduct you to a hill-side laborious indeed at the first ascent." — *Milton.*

THE first public school which I attended was the old Boylston Grammar School situated on Fort Hill, one of the "three hills" of Boston, once an ancient landmark, but which is now levelled by the hand of man. The school-house was in two stories, the upper being occupied for the reading, and the lower for the writing department. Each room extended nearly the whole length of the building, and could *accommodate* some one hundred and fifty children. There was near the door a large stove, the funnel from which extended the entire length of the room to the chimney at the other end. At this end there was a large open fire-place. Wood was the only fuel used. There was an open passage-way through the centre of the room, from which the lines of seats for pupils, placed parallel to the aisle, gradually ascended to the windows. Each room was under the charge of a master and an usher, placed at opposite ends of the room, who heard recitations at the same time. We spent half the day in the reading, and half in the writing room.

The first words I heard when I had taken my seat in the school, were from a boy who read, in schoolboy fashion, "I ask now, Verres, what you have to say to this charge?" etc. I will venture to say that not a boy in the school ever knew what was the charge brought against Verres, or who Verres was. The most that any one would have said concerning Cicero would have been that he was "a great Roman orator." The reading-book used was "Scott's Lessons." That excellent manuel, Pierpont's *American First-Class Book*, was not introduced till two or three years later.

In this reading department the only branches attended to were spelling, reading, geography, and grammar to a very limited extent. There was no exercise in composition; no one was taught even how to write a decent letter, or made acquainted with ordinary business forms. There was not a globe, a wall-map, a blackboard, or any kind of apparatus in the school. Before I left, Master Fox showed us what might be called a "hoop-globe"

manufactured by himself, which we boys thought was quite a triumph of skill, and by the aid of which we learnt more of mathematical geography than in any other way.

Master Stickney, who was the principal of the reading school when I entered, paid more attention to *reading* than to anything else. He was a very good reader, and pronounced like a cultivated Englishman. We spent the greatest part of the time in reading *The American First-Class Book.* I do not know how many times we read it through; and we became so familiarly acquainted with it that all its most beautiful, interesting, and eloquent passages are, to this moment, fresh in my memory. I think the pupils of that school have always felt grateful to Mr. Pierpont and to Mr. Stickney for stamping upon their minds, when most tender and susceptible, the many touching, beautiful, and noble extracts with which that Reader abounds. Mr. Stickney was a scholar, a man of fine literary taste, and had a great deal of sensibility; for we never read the pathetic piece from Dana's "Idle Man," entitled "The Mother and Son," and commencing "The sun not set yet, Thomas,"— without the tears rolling copiously down his cheeks. He read to us those plays of Shakespeare from which extracts are made in the First-Class Book, in order to enable us to understand the latter; and I remember his reading a part of "The Merchant of Venice," which so interested us that some of the boys read the remainder at home, and after school repeated the reading, on Fort Hill mall, to groups of their classmates who were eager to learn whether Shylock got the pound of flesh or not. This was our first introduction to Shakespeare. Mr. Stickney did not remain long with us; and when he left, we heard that he had been dismissed by the School Committee for the heinous offence of reading *plays* to us. It was no extenuation that the author was Shakespeare.

I will mention one or two instances of Mr. Stickney's peculiarities. He did not tell a boy to put a *stick* of wood, but a *billet* of wood on the fire. In punishing boys he exhorted them to bear the infliction bravely; and he often quoted, with great emphasis, the words, "Cowards die many times; the valiant never taste of death but once." Whenever a fight took place between two boys, he always flogged the one who was defeated.

Master Fox, his successor, excelled in teaching geography. His explanations of mathematical geography were clear and satisfactory, by means of the hoop-globe before mentioned, which he introduced, and which was the only piece of apparatus I ever saw connected with the school. He also had his quotation ready, whenever he used the rod; and as he laid on the usual three blows for misconduct, he would exclaim, in the words of "Old Jacob Stock," "Can't help it, can't help it, can't help that neither."

The only branches taught in the writing department were penmanship and arithmetic. This was before the age of steel pens; and the master and usher usually made the pens and set the copies out of school hours. No instruction was given from charts, or on a blackboard. The arithmetic used was Daboll's. We committed to memory the tables (as was proper), and also the *rules*, which we followed, often without understanding them, in work-

ing out our "sums." Although I have not since seen the book, yet I distinctly remember that the Rule of Three filled the whole of the one hundredth page. I learnt it, and repeated it like a parrot, with no knowledge of its reasons; and I thought, when I could say this rule, that there was little more in mathematics for me to learn. Warren Colburn's "Intellectual Arithmetic" was not introduced till the latter part of my course in this school; and then for the first time did we boys begin really to understand and be interested in arithmetic.

The teachers in the writing school during my connection with it, were Masters Finch and Emerson, and Ushers Callender, Wheeler, and Robinson. These were all good teachers. Mr. Frederic Emerson, afterwards the author of a series of school-books on arithmetic, was the severest disciplinarian among them. He was very tall, long-visaged, and stern-looking, and we were all very much afraid of him. The others excelled in penmanship, and were admirable and lovable men. I remember them with great affection.

Perhaps at this time, as well as at any other, I may refer to the subject of corporal punishment. In my school-days, in the Grammar Schools, the rod was continually used. Monitors were appointed to notice any misdemeanors; and upon these calling out the names of any misbehaving themselves, the culprits stood in a line in the broad aisle, and when some twenty or thirty had collected, the master "went through" them with the rattan, or ferrule, striking, usually, three smart blows on the hand. These then took their seats, and in half an hour some twenty or thirty others suffered a similar punishment. I never saw any severer instrument of punishment employed than those I have mentioned. I never saw a cat-o'-nine-tails, large or small, an "iron bar," a "fool's-cap," or a "hangman's-cap." The severest and most disgraceful punishment (bad in its effect on all parties) was "running the gantlet." A number of boys stood in the middle aisle, with their legs wide enough apart to allow the culprit to crawl on all-fours between them; and in so doing, he was beaten by them with sticks as he passed along. Of course his object was to go as expeditiously as possible, and theirs to inflict the most blows during the transit. I witnessed this punishment several times while I was a member of the Boylston School. We had once in a while, not often, convincing but not satisfactory arguments addressed very properly to the most backward part of us. If a boy happened to fall asleep, as sometimes would happen of a hot day, it was the practice of one of the masters to direct the boy behind him to give him a sound "fillip" on the ear, which was administered without mercy, and with the full strength of the agent selected.

[*To be continued.*]

We are happy to insert the following letter from Mr. Philbrick to L. W. Mason, Esq., who has done so much by his charts and otherwise to improve the methods of teaching music into our schools. We agree with Mr. P. that

the "Medal of Merit" is worthily bestowed; and we believe that thousands of teachers would join us in congratulating Mr. Mason upon this well-deserved compliment.

VIENNA, AUSTRIA, Aug. 4, 1873.

MR. L. W. MASON:

Dear Sir, — I am happy to inform you that the International Jury for Group twenty-six of the World's Exhibition has seen fit to award you, for your method of teaching music as illustrated in your tablets and books, the high distinction of the

MEDAL OF MERIT.

In my judgment, this is clearly a case where honor has been rendered where honor is due. That you may long live to enjoy it, is the sincere wish of

Your friend,

JOHN D. PHILBRICK.

AMERICAN INSTITUTE OF INSTRUCTION, AND THE NATIONAL TEACHERS' ASSOCIATION.

DURING the recent vacation season, two important Educational Associations — the American Institute of Instruction, and the National Teachers' Association — have held their annual sessions, which have been of more than usual interest. Our reason for giving no report of these meetings is, that each of the associations publishes a year-book containing a full report of the lectures and discussions, which ought to be in the hands of every teacher. If there are any persons *alling* themselves teachers, not sufficiently interested in the subjects discussed to invest a couple of dollars in these two valuable volumes, a brief and necessarily imperfect report of them in our columns would not be likely to benefit them much. We have given very full reports of the Massachusetts Teachers' Association, and of the Classical and High School Association, because they publish no volume of their proceedings; and this seems the only method of preserving and disseminating the good things said and done at their annual meetings. We have also given as good a report of the county meetings as we could obtain.

The two volumes referred to above will be of unusual interest this year, containing the thoughts of the most eminent educators of the country upon some of the most important questions of educational interest. We advise teachers to secure copies as soon as possible after they are out, as we hope the usual number may not be enough to supply the demand.

OUR ADVERTISERS.

WE wish to call the attention of school committees and teachers to our advertisements. Although possessing different merits, we believe that any selection that can be made from them will give satisfaction. A large part of them have been favorably noticed in our columns.

THOMPSON, BIGELOW & BROWN insert something new for their Eaton and Bradbury's Mathematical Series.

WILSON, HINKLE & Co. have a notice of a new book, The School Stage. Bartholomew's Latin Grammar and Latin Gradual. Good Morals and Gentle Manners, and Eclectic Penmanship.

COWPERTHWAIT & Co. very tastefully display Munroe's Readers, Warren's Geographies, Greene's Grammars, and Hagar's Arithmetics.

JOHN L. SHOREY continues his reference to Sargent's Entirely New Series of Readers, and Pronouncing Spellers, and Dialogues.

WM. G. SHATTUCK calls attention to his valuable School Furniture.

MASON, BAKER & PRATT advertise the Bryant and Stratton Arithmetic, Stearn's Constitution of the U. S., and Keetel's French Grammar.

HADLEY BROS. invite you to send for their circulars at Chicago.

GINN BROS. advise the use of Allen and Greenough's Latin Course, Our World Series of Geographies, and their other excellent publications.

SCRIBNER, ARMSTRONG & Co. show the claims of Guyot's excellent Physical Geography.

SHELDON & Co. make a special display of Olney's Mathematics and Colton's New Geographies.

G. & C. MERIAM, and IVISON, BLAKEMAN, TAYLOR & Co. speak strongly of the merit of Webster's Unabridged and other Dictionaries.

WOOLWORTH, AINSWORTH & Co.'s Important New Publications embrace a History of Drawing in the U. S., Crosby's Lexicon, P. D. & S. Manual of Penmanship. Bascom's Rhetoric, Champlin's Intellectual Philosophy.

HENRY HOLT & Co. insert recommendations of Taine's English Literature.

BREWER & TILESTON'S Special Announcement refers to The Franklin Series of New Reading Books.

IVISON, BLAKEMAN, TAYLOR & Co. announce a New Series of Readers, five in number; Loomis' First Steps in Music, and Swinton's Word Primer, together with a list of their other publications.

EUGENE D. LACOUNT'S Patent Bed Lounge asks the attention of those seeking economy and ease.

INTELLIGENCE.

PERSONAL.

E. B. HALE, Esq., for five years superintendent of the schools of Cambridge, has resigned, — an event much to be regretted by the city that thus loses the services of one who has developed their school system until it ranks second to none in the State in efficiency.

From the hour Mr. Hale appeared among the teachers of the Bay State as sub-master in the Lawrence School at Boston, he has been highly esteemed by the fraternity. His work in Newton, as principal of the High School, is well known, and he leaves an impress on the Cambridge schools that will not be effaced in years to come. Few men could carry with them the well-wishes of so many hearty friends as Mr. Hale does.

GEO. A. SOUTHWORTH, of Malden, has accepted the mastership of the Prescott School, Somerville, — the position made vacant by the resignation of Mr. Pillsbury. Mr. Southworth has placed himself among the most efficient Grammar School teachers in the State, and has been in frequent demand in such places as Cambridge and Newton.

REV. JAMES C. PARSONS, of the Waltham High School, has tendered his resignation, much to the regret of associate teachers, pupils, and citizens, who recognize in him one of the ablest teachers in New England.

It is sincerely hoped by the professsion that he does not meditate departing from the ranks.

HENRY F. HOWARD, of Newton, has been appointed principal of the Lincoln School, West Somerville, during the protracted illness of Mr. H. P. Makechnie, who has been in the school from its establishment.

CHAS. A. CHASE, of Auburndale, Newton, has been elected to the principalship of the High School at Woonsocket, R. I., a position left vacant by the resignation of Chas. H. Smart.

Mr. Chase has had long experience in Grammar School work in Lowell and Newton, and he certainly comes honestly by tact for High School teaching.

CHAS. A. DANIEL has been elected master of the Malden High School. He was principal of this school for several years, and resigned about five years ago to accept the presidency of Dean Academy, which place he left two years ago to enter upon business life in Worcester. Since he left Malden, the High School has had a varied experience, and now, with a new building and most excellent improvements, he is recalled, to the great joy of the people.

MR. RANDALL SPAULDING, of the High School at Rockville, Conn., goes to Europe this fall, to complete his studies in a German University, with a view to returning to his profession.

MISS ANNA L. ADAMS, of the Grew St. Grammar School, Hyde Park, has accepted the principalship of the Grammar School, in Franklin.

MISS S. A. EVERETT, of the Blake School, Hyde Park, resigns to accept a position in one of the Medford schools.

MISS ELIZABETH L. EATON, graduate of the Boston Normal School, is elected principal of the Holbrook Grammar School.

EVERETT W. BURDITT has been elected principal of the High School in Franklin.

PROF. JEPSON, music teacher in the New Haven schools, has refused $2,500 salary to go West and take a similar position.

CHAS. L. HUNT, of Bates College, Lewiston, Maine, has been chosen principal of the Hale High School, Stowe, Mass.

PROF. W. O. ATWATER, late of the Maine Agricultural College, has been appointed professor of practical chemistry in Wesleyan University, Middletown, Conn. Prof. Atwater is a graduate of Wesleyan Scientific School at Yale, and of a German university.

LIZZIE M LEONARD has resigned as teacher in a Grammar School in New Haven, for duties more congenial. Miss Leonard is a native of Bridgewater, and a graduate of the Normal School in that town.

MISS SARAH E. TUCKER, of the Worthing St. School, Springfield, accepts a position in the Skinner School, New Haven, at a salary of $700.

MISS CARRIE H FULLER, of Worcester, goes to Fort Wayne, Ind., as teacher of elocution, at a salary of $1,400.

PROF. JOHN H. LONG, late principal of the Weston High School, is to take charge of the academic and mechanical department of the Agricultural College of Hampton, Va. Previous to his departure, he was ordained as a minister of the gospel at the Christian Church, Boston.

MASSACHUSETTS.

BOSTON. — Dr. William O. Johnson, of the School Board, has recently died. Dr. Shurtleff speaks of him as a gentleman distinguished for his general intelligence, thorough education, practical knowledge, and genial nature. —— The regular quarterly reports show the schools to be prosperous. —— Mary E. Downing has been confirmed as a teacher of the Norcross School. —— Mary F. Grant, of the Bowdoin Grammar School, and Annie K. Adams and Clementine A. Baker, of the Primary School in Bowdoin District, have resigned. —— The dedication of the Gaston school-house in South Boston was an occasion of pleasant speeches by Mayor Pierce, Mr. Underwood, C. Goodwin Clark, and William Gaston. The building is one of the finest in the city. Mr. Clark, master of the school, made a happy address, saying some most sensible things concerning school-work. He had no need of fresh laurels, but he won them nevertheless. —— At the September meeting of the School Board, the report increasing the salaries of the Dorchester masters failed to pass; but the salaries of the nineteen sub-masters were increased to $2,600, and the salaries of the thirty-one head assistants were increased by the addition of $200 each. —— James Robinson was elected assistant teacher of arithmetic and book-keeping, to be called upon by the superintendent, or chairman of district committee, at $1,000 salary. The salary of the principal of the Evening High School was fixed at $10 per night. —— Ellen G. O. Davis, of the Quincy School, resigned, and Miss Williams was appointed master's head assistant in the Washington and Dudley District.

CHARLESTOWN. — At the September meeting of the Committee, an order passed adopting Smith's Drawing-Books. $100 was voted Miss Emma G. Shaw, for extra services.

CAMBRIDGE. — Emma F. Munroe, assistant teacher in the Training School, has resigned, as has Ellen J. Ward of the Harvard Grammar School. —— The following appointments have been made: Emily F. Damon, Ellen Merrick, Sarah E. Hearsey, and Sarah E. Golden, to the Harvard Grammar School, at a salary of $700. Georgiana L. Backus to the Felton Primary at $500. Ella E. Whitney to the Training School; and Emma B.

Alley is transferred to the same school. $100 has been added to the salary of Miss Arkerson, of the Training School. Adelia Dunham is transferred to the Washington Grammar from the Holmes Primary. Ellen G. Davis, Charlotte M. Chase, and Sarah J. Holmes are appointed to the Webster Grammar School, the first at $500, the other two at $700. —— Owing to the unfinished condition of Allston, Shepard, and Webster Grammar School buildings, temporary arrangements have been made for them in neighboring vestries, chapels, and ward-rooms. —— The High School and Training School commenced the fall term under most favorable circumstances. —— Private schools abound in this city of educational fame. Miss C. F. Walker has a well established school on Warland Street. Miss Osborn has a Kindergarten School on Cottage Street. Miss Harris has a young ladies' school on Hancock Street. Mr. J. T. Gale, assisted by Miss C. F. Hedge and Mrs. C. J. Bowen, has a young ladies' school of some note on Kirkland Street. Miss Page on Everett Street; and Miss Hall, in Temperance Hall, near Porter's Station, North Cambridge, have schools for young children. Miss Helen I. Ward opens a new school in Masonic block. —— Mary E. Allen has been appointed in High St. Primary, Abbie R. Dunbar and Alice W. MacDonald in Whittendon Primary, Hattie P. Macomber in the East Primary, Annie I. Waldron in the Myricksville School. Luthera H. Leach, assistant in the High School, was offered a position in Boston at $1,000 salary, but declined because of an increase in her salary to that amount here. Ellen F. Leach refused a similar offer of $850.

TAUNTON. — Mr. Waterman, superintendent of schools, has proved himself a persistent worker during his stay in the city; the last evidence given of it is in a new and carefully digested course of [illegible] of which we hope to speak more at length in the future.

RESIGNATIONS — Rev. Geo. D. Mills and Elizabeth F. Padelford of the committee. Mr. Mills is to travel in Europe, and Miss Padelford is to resume teaching. Anna S. Dean as principal of the East Grammar School, Melissa A. Wilson as principal of High St. School, Jennie F. Dean as teacher in School St. Primary, Ella E. King as teacher in East Primary, Abbie E. Messinger in the Weir Grammar, Hattie A. Lawrence and Ellen R. Thomas in the Whittendon Primary.

APPOINTMENTS. — Elizabeth F. Padelford, as principal of East Grammar School; Mary E. Dean, principal of High St. School; Anna B. Simmons, in School St. Primary; Mary A. Morse, in Weir Grammar School.

NEW BEDFORD. — Mr. J. T. Neats, of Taunton, a graduate of the South Kensington (Eng.) Art School, has been chosen to have charge of the drawing of the city. He is to devote one day and evening each week to direct teaching, and the remainder of the time he will examine and criticise the work of the schools.

NOAH SHERMAN, of Mattapoisett, is appointed teacher of the Farm School, at $600 and board.

Miss M. B. WHITE, teacher of the Training School, has had her salary increased by $225.

SUPT. H. F. HARRINGTON has had his salary increased to $2,350, a just tribute to a worthy laborer.

GLOUCESTER. — Mr. Allard has entered upon his duties as superintendent. —— Miss Eliza B. Barry leaves the High School for a similar position in Winchester. Miss Lucy F. Corliss, of Vassar, fills the place. —— Col. Samuel Harrington resigns the principalship of the Collins Grammar School to take charge of the Melrose High School. —— Miss Ada Gott resigns the principalship of the Parsons School to go to Jamaica Plain. —— Misses Allie P. and Emma F. Bray resign in Gloucester for positions in Beverly.

CHELSEA. — Two new Primary School buildings are to be erected, one in the eastern part of the city, the other near Prattville. —— The need of a superintendent is felt more and more, particularly just now in the matter of the course of study in the High School. —— A free evening school is to be established in the Hawthorne school-house on Wednesday evening, Oct. 1.

SOMERVILLE. — The Prescott School has been in charge of Mr. Weston during the past month. The committee not agreeing upon any of the many candidates before them, voted to employ a substitute who was not a candidate, and the school has moved very pleasantly under his administration. —— Miss Abbie C. Hunt is elected principal of the new school on Prospect Hill. —— Mr. Lucas Baker is engaged to give instruction to the teachers in drawing one hour each Saturday from December to June. —— Lincoln School is moving smoothly under the direction of Mr. Howard. Miss Cutter, of No. Easton, takes the place left vacant by the resignation of Miss Woodward.

MALDEN. — Miss Addie Reed, of the second class, Centre School, resigns to take a position in the Claflin School, Newtonville. —— Miss Kate A. Duncan leaves the fourth class, Centre School, to take a similar grade in the Bigelow School, Newton. Miss Hattie A. Sawyer, formerly of the West school, succeeds her. —— Miss Sarah E. Pratt, principal of the Edgeworth Primary School, resigns to fill a vacancy at Newton Lower Falls. —— Miss Ida Emerson, of the Centre School, has resigned for a more lucrative situation in New York. She is succeeded by Miss Lilla A. Lord, of the Salem Normal class of '72. —— Mr. William G. Newell, of the Malden High School, has resigned. —— A new room has been opened in the Centre School under the charge of Miss Laura E. Hayward, of the class of '73, Boston Normal School. —— The Oak Grove Primary School was opened on the 15th inst., under charge of Miss E. M. Phillips, formerly of the West School. —— Another room has been opened at the Judson School in charge of Miss Emeline Rogers, formerly of the Emerson School. —— Miss L. L. Collins, of the Maplewood Grammar School, has been granted leave of absence for three months on account of ill health. Her place is supplied by Miss Anna L. Collins of the Salem Normal class of '73.

ARLINGTON. — The Russell schoolhouse, one of the finest school edifices in the State, has been completed, and was dedicated at the commencement of the fall term.

Ex-Gov. Washburn delivered the dedication address. J. O. Carter, Esq., chairman of the Building Committee, Judge Parmenter, chairman of the School Board, and Mr. E. O. Grover, master of the school, made interesting addresses.

Miss Ella Warren, graduate of the High School, and of the Boston Training School, has been appointed to the new school in that building.

LEXINGTON is waking up in school matters. The salary of the High School master, A. E. White, has been raised to $2,000. The school buildings have all undergone thorough repairs, until they present a neat, cleanly appearance. The High School room has been refurnished, and supplied with maps, charts, and apparatus, and the yard with trees and shrubs. A thorough course of study has been adopted, and Mr. O. A. Flint and Silas Peabody unite with the committee and High School teacher in carrying it into effect.

WALTHAM. — Mr. James Dike is elected assistant in the North Grammar School, in place of Miss Armstrong, resigned. —— Mr. Towle, sub-master in the High School, is acting principal until

the election of Mr. Parsons' successor. —— Drawing is receiving special attention. Prof. Walter Smith's system of drawing has been adopted, and lectures given the teachers by that gentleman. Mr. O. H. Bowler, of Newton, is employed to give instruction to the teachers for the year. —— Leigh's phonetics are being tried by the teachers in the town. —— Miss Breed of the High School has resigned, and Ella M. Tuell, of Blackstone, fills the vacancy.

HYDE PARK has two hundred and forty-two scholars in the Blake School, two hundred and fifty in the Grew, one hundred and eighty in the Everett, one hundred in the Greenwood, and one hundred and eighty in the Damon. —— Miss Emerson, of New Hampshire, is appointed to the position in the Grew School left by Anna L. Adams. ——Miss Smith, from Machias, Me., takes the position in the Blake School left by Miss Everett's resignation.

READING. — Miss Helen M. Clark, of Mattapoisett, has been appointed teacher of the Woburn Street Grammar School, Mrs. J. Temple having resigned. —— Miss Sarah Stoodley, of Reading, has been elected teacher of the united schools in Walnut Street district in place of Misses Emily Porter and Addie Howes. —— Prof. Carey has been elected to teach music in all the schools of the town.

PROVINCETOWN. — Mr. A. F. Blaisdell returns to the High School, and Mr. H. A. Freeman to the Grammar School. Lizzie Chase is appointed assistant in the High School. Lizzie Sweetser is transferred from the High School to the Conant Street Primary, left vacant by the transfer of M. Ella Emery to the position of assistant in the Grammar School. Rebecca Sparks succeeds Carrie O. Atkins in the First Intermediate School. Jennie Keefe is transferred from the East Intermediate to Primary No. 2, Henrietta Whitney having resigned. Lizzie P. Chapman is transferred from the East Primary to the First Intermediate. M. Emma Ryder takes her place. Hattie Weeks, assistant in the Grammar School, is transferred to the High Intermediate in place of Carrie Nickerson, resigned. Ella A. Small is transferred from the West School to the First Intermediate in place of Miss Justine Nickerson resigned. Emma Holmes succeeds Miss Small.

THE BRIDGEWATER NORMAL SCHOOL had forty-seven applicants and admitted forty-five: thirty-five females and ten males. Twenty-nine are from High Schools. The boarding hall is full to overflowing. The new boarding hall is to accommodate one hundred and forty-four.

WILLISTON SEMINARY, Easthampton, begins the fall term with one hundred and seventy-five students.

AMHERST COLLEGE boasts one hundred freshmen, and the AGRICULTURAL seventy-five. SALEM NORMAL SCHOOL had seventy-five applicants.

NEW HAMPSHIRE.

LEWIS E. SMITH, of the Girls' High School, Portsmouth, has resigned because of the consolidation of the High Schools.

MISS J. M. FRANKLIN has been appointed teacher of elocution in the Portsmouth schools.

NETTIE L. WINSHIP, of Gorham, Me., late of the Claflin School, Newtonville, Mass., has been elected assistant teacher in the Dover High School.

REV. HORATIO O. LADD, late of Olivet College, Michigan, has accepted the principalship of the State Normal School at Plymouth. Prof. Hadley, late associate principal, has resigned.

RHODE ISLAND.

BRISTOL has a new $40,000 schoolhouse.

Mr. Mills, of the North Providence Grammar School, has resigned.

A. W. Brown, a graduate of the State Normal School, has been elected principal of the Pleasant View Grammar School, Pawtucket; salary, $900.

N. W. Littlefield, recently principal of the Newport High School, succeeds Mr. Kile in the Westerly High School.

CONNECTICUT.

THE State Normal School, under the direction of Prof. I. N. Carleton, is one of the best in New England. For enthusiastic work and practical, professional instruction, the school has few superiors. The last term was perhaps the most prosperous in its existence.

THE NEW HAVEN schools lose the services, by resignation, of Katie Hume and Kate Niles from the High School, Lizzie M. Leonard from the Webster School (see Mass. Intel.), Minnie G. Wait from the Eaton School, Amanda H. Tinkham from the Dwight, Hattie B. Richardson from the Skinner, and Emma C. Woodward and Hetty Bradley from the Woolsey. The salaries of the Grammar masters are increased to $2.500.

MAINE.

THE Farmington Normal School has $1,000 appropriated for apparatus, which amount has been judiciously expended. —— J. B. Choate, late of Bridgeton Academy, is to have charge of the classical department of Gorham Seminary. —— The Teachers' Institutes have begun. Supt. Johnson is conducting them, assisted by Prof. F. A. Allen, of Penn., and W. J. Corthell, Esq., of Calais. —— Hon. E. R. French is soliciting subscriptions for the Industrial School for girls, at Hallowell. —— Mr. Berry, late of the Ellsworth High School, has been elected principal of the Cherryfield High School.

OUR EXCHANGES.

THE "MAINE JOURNAL OF EDUCATION" is a tastefully arranged and nicely printed magazine. The interest which the teachers of the State take in it make it a spicy and creditable representative of the educational interests of the State.

THE "CONNECTICUT SCHOOL JOURNAL" is well conducted editorially, and presents its readers with a feast of original topics. We have never admired its form, but always enjoy the reading matter. The "Young Teachers' Department" is highly practical.

THE "ILLINOIS SCHOOLMASTER" is a valuable journal for teachers all over the country; but especially for the teachers of the West. Being the personal property of the editors, they throw into it an enthusiasm which places it among the best. Mr. Hewett is a Massachusetts man by birth and education, and there is a vein of Bay State blood flowing through the "Schoolmaster."

THE "CALIFORNIA TEACHER" represents the educational interests of the Pacific slope, and does its work well.

THE "WEST VIRGINIA EDUCATIONAL JOURNAL" is young but well matured. The department headed "Drippings" might be imitated to advantage by the older journals.

THE "AMERICAN EDUCATIONAL MONTHLY," by J. W. Schermerhorn & Co., New York, is managed in the most business-like way, and if it does not please the teachers of New York, it is only because Mr. S. does not know what will please them. He certainly aims to give entire satisfaction.

THE "MICHIGAN TEACHER" is practical in the selection and treatment of subjects, and presents the best array of intelligence of any State journal outside of New England.

THE "INDIANA SCHOOL JOURNAL" has a way of touching every subject of present interest to the teacher so briefly and yet comprehensively that we wonder how any teacher in Indiana can afford to be

without it. It is decidedly readable here in Massachusetts.

THE NATIONAL NORMAL roused the indignation of the educators of our State in its early life, and it must pardon us if we do not forget, but only forgive its attack upon Massachusetts institutions and educators. We are glad to say that it is now an ably edited magazine, with liberal views of education, and with a presentation of educational intelligence which makes it ever welcome at our desk. If its news is as fresh as ours is, it must have a simpler way of getting at it. Is it a secret, friend Stevens?

We reserve until the last the NATIONAL TEACHER, by E. E. White, which is one of the best. It is scholarly, dignified, and professional. Mr. White is extensively known throughout the land, and he lays tribute upon the best educators. His editorial department is ably handled, and that alone is worth the price of the journal to any teacher.

Many more journals have come to hand, which we will examine before next month.

BOOKS.

THE MOUTH OF GOLD. A series of dramatic sketches illustrating the life and times of Chrysostom. By Edwin Johnson. A. S. Barnes & Co. New York and Chicago. 1873.

The aim of this little work is "to present a condensed and, at the same time, vivid picture of the man and of the scenes and characters that surrounded him." Though but slightly acquainted, except in a general way, with the life of the remarkable man who is the subject of these sketches, we have to thank the fates for putting the book into our hands; for the perusal of it has prompted us to look farther than otherwise we probably should have done into an exceedingly interesting biography and chapter of church history.

Those who are familiar with the subject will enter at once into the spirit of the author, and follow him with pleasure, and at times, we think, with positive delight, in his delineations of the devoted bishop, and the characters by whom he was surrounded. Perhaps the most attractive scene in the book — the one, at least, that is surpassed by no other in grace and tenderness — is that between John and his mother Anthusa, in which Anthusa strives to dissuade her son from his avowed purpose to retire to a cloister. We cannot forbear quoting a few lines: —

John. Urge me not, mother, to abide with thee;
But, with thy blessing, bid me to seek the cloister.

Anthusa. Bethink thee how the Moabitess Ruth,
Addressed to Naomi, who was her mother
By marriage only, words unlike to thine;
"Entreat me not to leave thee" — was her cry;
But thine, "Entreat me not to stay with thee."
O dire fatality of modern days!
The pulse of filial love no longer beats.

John. Not lack of filial love forbids my stay,
But loyalty to One whose claim I hold
Superior to every human tie.

. . . . .

Anthusa. But wherefore seek in cloistered solitude
To serve the Master who himself was found
In synagogues and in the market-place,
An open publisher of truth?

John. To quench
The fires of sensual passion in ourselves —
To scourge our pride and appetite — to prune
The branches, that the fruit may thrive — is not
The better part of service this?

. . . . .

Anthusa. I doubt
The advantage, O my son; for so it seems
To my poor thought as if a nation pent
Within itself should breed intestine strife
And feverish anarchy; whereas, if set

Confronting foreign arms, the factions all
Would league, to subjugate the common foe.
. . . . .
To govern, not exterminate the powers
Our Father gave, I deem the soul's high province.
The cross indeed is ours, but needing not
That we sho ..d seek for it nor fashion it;
In daily duties will its form appear.

We should be glad to quote om the lyric poetry that is introduced occasionally, some of which is very beautiful, but space forbids. We can only give the book our hearty commendation, and promise whoever reads it that he will be well repaid for the little time it takes to go through it once. We are pretty sure he will return to some passages again and again.

PHILOSOPHY OF RHETORIC. By John Bascom. Pub. by Woolworth, Ainsworth & Co.

This work aims to be a *Philosophy* of Rhetoric, and *is* what it aims to be. It is not a simple rhetoric of *rules* for beginners, but of *principles* for those more advanced.

The author shows himself to be, not only perfectly familiar with his subject, but a good teacher. The chapters relating to style are admirable.

"No formal rules," he tells us, "having chief reference to the instrument and methods of expression, can in any high degree secure a good style." "Style," he says, "the outgrowth of the intellectual life, can only become clear, concise, and vigorous, as the intuitive and reflective powers themselves possess these characteristics."

It is time that this should be understood. The treatment of this subject in most text-books would seem to imply that by using "Anglo-Saxon" words and "specific terms," and by a careful attention to the arrangement and unity of the sentences, we may attain "perspicuity"; then, by a cutting-down process, and putting the important words "where they will do the most good," "energy," and finally, by a few lessons from a posture-master, elegance.

If any one entertains any such idea, a careful perusal of this book will be likely to undeceive him.

TEXT-BOOK IN INTELLECTUAL PHILOSOPHY, FOR SCHOOLS AND COLLEGES. By J. T. Champlin, D..D, Pres. of Colby University. Pub. by Woolworth, Ainsworth & Co.

This will be found an excellent introduction to the study of mental science, — well arranged, clear and concise in statement, and admirably adapted to the class-room. It contains the elements of the science in a compact form, and, while full enough for a beginning in college, it may be used with profit and interest in our High Schools. In addition to an outline of the science, it contains a brief abstract of the history of speculative philosophy.

Its "explanatory notes, and questions on the text" will aid the pupil in fixing attention on the essential points. We commend it especially to High School teachers.

WE have received from our friend, and everybody's friend, including our Dumb Animals, — "the Humanity Series" of school-books edited by Rev. F. O. Morris, London.

It is not intended that this series should supersede text-books now in use, — in fact, they are not in the ordinary sense school-books, but are meant to supplement them, making a specialty of such familiar and striking lessons as will impress on the minds of children the duty of humanity to animals. For gift books they will be found interesting to the young, and the lessons they contain, in the form of anecdote and story, will, not unlikely, remain longer in the memory, and exert more influence on character than many of the more pretentious lessons of the school-room.

"Boys," says DeQuincey, "are naturally cruel"; and Froude tells us that "only men, and some of the domestic animals, — that have been educated by men, — *kill for sport.*" It is notorious that wolves and some other animals do kill but rarely, if ever, except for food or

in self-defence. We don't find them "spending their vacations" in the *manly* sports so popular among many of our professional men. The great fishes do eat the little fishes, but we never heard of their catching and killing them for mere sport. Is it not possible, then, that DeQuincey is mistaken with regard to boys? Is it not the result of education? But, you say, no respectable man teaches his boys to be cruel to animals. I don't know about that. Of course not by precept. But this is not so much a matter of direct instruction as of example. We recollect being intensely interested, when a mere boy, in the story of Cowper's hares, and we appreciated even then the lines that have saved so many lives: —

"I would not enter on my list of friends,
Though graced with polished manners and fine sense,
The man who needlessly sets foot upon a worm."

How many times since have these lines come back and turned our foot aside, that even a "reptile" might live, as long as he was not an intruder on scenes "sacred to neatness and repose."

Let, then, the children be made familiar with all those anecdotes that present dumb animals in a semi-human light, and you may be sure that the seed thus sown will bear its appropriate fruit. We commend this series to those who are selecting gift books for the young.

"OLIVER OPTIC'S MAGAZINE FOR YOUNG AND OLD" ought to be in every family. It will interest and instruct persons of all ages. The young, especially, have occasion to thank "Oliver" for his labors in their behalf, not only in his magazine, but the several series of books of which he is the author.

WE have received the July, August, and September numbers of the "Boys and Girls' Favorite," — a little magazine, edited by F. L. Smith, who, when the magazine was first issued, was a member of the Brimmer School. The contributions seem to be from his schoolmates, and we have no doubt that the preparation of articles for its pages will aid them very much in composition. We commend it to the friends of the editor and contributors as worthy of their patronage.

BOOKS RECEIVED.

A MANUAL OF MORAL PHILOSOPHY. Designed for Colleges and High Schools. By Andrew P. Peabody, D.D., LL. D., Plummer Professor of Christian Morals in Harvard University. Published by A. S. Barnes & Co.

WHITE ROSE AND RED: A Love Story. By the author of St. Abe. Published by James R. Osgood & Co.

THE PAYSON, DUNTON, AND SCRIBNER MANUAL OF PENMANSHIP. Published by Woolworth, Ainsworth & Co.

AFTERMATH. By H. W. Longfellow. Published by James R. Osgood & Co.

THE FAIR GOD; OR THE LAST OF THE 'TZINS. A Tale of the Conquest of Mexico. By Lew Wallace. Published by James R. Osgood & Co.

A LATIN GRADUAL, to accompany the Author's Latin Grammar. By G. K. Bartholomew. Published by Wilson, Hinkle & Co.

A LEXICON TO XENOPHON'S ANABASIS, adapted to all the common editions by Alpheus Crosby, Professor Emeritus of the Greek Language and Literature in Dartmouth College. Published by Woolworth, Ainsworth & Co.

THESAURUS OF ENGLISH WORDS AND PHRASES, ETC. Published by Gould & Lincoln.

OXFORD'S SENIOR SPEAKER. By Wm. Oxford. Published by J. H. Butler & Co., Philadelphia.

THE

MASSACHUSETTS TEACHER.

[G. H. MARTIN, Editor for November.]

VOL. XXVI. NOVEMBER, 1873. No. 11.

*NATURAL HISTORY FROM PICTURES.**

A WRITER has said that it is not the work of a teacher "to give us science, but directions for making ourselves scientific." We must get the science for ourselves, and we can do this only as we are scientific. If we ask what it is to be scientific, President Porter answers us in his work on mental science: to observe exactly, to define precisely, to classify correctly, to explain rationally. Each science presents to us its own objects of thought, but the processes are the same in all; so that whatever power we gain in any one prepares us for every other. We need to distinguish carefully between acquiring information about a science, and being scientific. If each implied the other, there would be no danger of making a mistake in our school courses and methods. But there may be a vast amount of information, and no science; there can be no science without information. Hence, if we plan our school-work to secure science, we shall gain both. Our inquiry must be for the best means available for cultivating the power of exact observation.

Material objects and processes are better instruments to use at first than mental ones. The young mind responds more quickly to them. The same is true of natural objects in contrast

* "Prang's Natural History Series, for Schools and Families." Arranged for Instruction, with Object Lessons, by N. A. Calkins, author of "Primary Object Lessons," and "Manual of Object Teaching."

with artificial ones. It is probably true that the best means of becoming scientific is furnished by such courses of physical and chemical experimentation as are followed in the Massachusetts Institute of Technology. One can hardly examine Prof. Pickering's new work on physical manipulation, without being impressed by the philosophy on which the system is based, and by the value of the results that must be attained by it. But such a system is not an available instrument in the common schools. It is doubtful if much can be done in that direction, even for the few pupils in the best High Schools. We are compelled to look for some other, though perhaps less effectual, means of reaching the same end.

The various departments of natural history seem to present advantages in this direction, especially the study of plants and animals. The variety, the beauty, and, more than all, the life, in these objects render them peculiarly attractive to the young. Can the same ends be reached by the use of pictures of these objects?

We say No, for several reasons. First, because scientific culture rests upon a foundation of personal observation. Its more advanced processes have their conditions in the evidence of the senses. To trust this evidence is a characteristic of a scientific mind. Eliminate this element from the study of science, and we send the science itself over our threshold. But the study of pictures is based on faith. We supplant primary observation by testimony, and so build up our science upon a foundation of sand. This error is radical and fatal. To judge, to infer, to conclude, from the testimony of others, without verifying by personal observation, is a fault that pervades the thinking of uncultivated people, — of most people. It is a fruitful parent of evils. Its progeny are superstition, fanaticism, humbuggery, scandal-mongering, demagogism. It vitiates politics, social reform, religions. The abuse of text-books in schools has tended in this direction, and teaching natural history by pictures is no better and no worse than by a book. Both tend to cultivate the habit of mind shown by the orator in the British Parliament who was said to depend on his memory for his arguments, and on his imagination for his facts. The particular system before us speaks of its pictures as "cards of introduction to nature's school-

room." As if nature stood on etiquette. The absurdity is akin to the mediation of saints.

The system is open to another objection. A picture cannot furnish opportunity for that exact observation which must underlie precise definition and correct classification. It may help to impress a statement in words, but this is all. Think of building up a science of human physiology from the study of a manikin. In Prang's Series, under the title Birds of Prey, are included a large picture of a Golden Eagle, and twelve small pictures representing the White-Headed Eagle, Osprey, Peregrine Falcon, Red-Tailed Hawk, Mississippi Kite, Bearded Vulture, Condor, California Vulture, Turkey Buzzard, Great Horned Owl, Screech Owl, Snowy Owl.

The pupil is first shown the large picture of the eagle, and taught to see the short, strong, hooked beak; the stout legs, with their curved and sharp claws; the projecting eyebrows and *piercing eyes;* the long, pointed wings. He is to be told where it lives, its habits, food, etc. On each of the small cards is the name of the order to which the bird belongs. This the pupil is to learn, and then to discover in the picture the marks that ally the bird to the type represented by the large eagle. The hooked beak is readily seen in the picture, but the size of the legs, an important mark, is relative, and can only be seen by comparison with birds of the same size belonging to other orders. The pupil is to be taught to distinguish the three families of this order, falcons, vultures, and owls. The marks of the first, as given in the manual, are as follows: "Head and neck fully covered with feathers; eyebrows projecting, eyes sunken and piercing. Sight keen, and more extended than in any other animal. Wings long, pointed at the ends. Tail long and wide. Flight soaring and powerful. Live generally in pairs. Female larger than the male. Feed upon the flesh of animals which they capture, not upon carcasses of those found dead. Found in all parts of the world." Here are sixteen facts stated. Examining them in detail with the pictures before us, we find that the first is equally true of the owls, a distinct family. The eyes seem to be more prominent than in either of the other families. The piercing *eye,* and the keen and extended sight, we fail to observe in the pictures. As to the length of wing, the *vulture's* wings

look as long as the falcons, and the figures on the cards, which give the actual length of the birds and of their wings, show that the average length of wing of the four *vultures*, as compared with the size of bird, is *greater* than the average length of wing of the four falcons. The wings in both families seem to be pointed at the end. The tail, which should be long and wide, in three of the falcon pictures, looks longer than the vultures, while three of the vulture's tails look wider than those of the falcons. The flight is not shown in the pictures, nor the living in pairs. As there is but one picture of a kind, and it is not stated whether it represents a male or female, we cannot judge of the relative size. One of the pictures shows a fish in the claws of a hawk, but whether he caught him or found him is not stated. The scale is too limited to show the world-wide range of their habitation.

Thus it appears that of the sixteen marks given by which the pupil is to distinguish the falcon family from the others, only seven *can* be shown in a picture, and of these seven, not one *is* shown in a way to distinguish the family. There is a *general family likeness*, which would in most cases lead the pupils to place a particular bird in its appropriate family, and this is all they can do with these pictures. But this is not science. Here again the system is false in its pretences and vicious in its influence. It is like studying anatomy from the Cardiff Giant.

The value of scientific culture is in its definite conceptions embodied in accurate expressions. The benefit of the study is largely in learning to see the relation between language and ideas, things and definitions, and so to avoid misty thinking and loose expression. The trouble with much of our thinking is that we are satisfied with what we call "a kind of an idea," and we do not know how vague our notions are until we try to define them. Then it is like bounding moonshine. This is the direction in which the children need help, and this help it is the object of instruction in science to afford. But these pictures, as we have shown, fail utterly to give clear notions, and, therefore, to prepare for precise definition and strict classification.

Pretending to be scientific, their whole tendency is away from science, to strengthen and perpetuate the very habits of mind that it is the end of education to uproot and supplant.

Having found such grave objections to this picture series, we

are led to ask if the information that it furnishes is valuable enough to justify an unscientific method in getting it. There is knowledge of which this may be said. Arithmetical processes and physiological facts must be learned, however poorly taught, for they have use in themselves. But the same can hardly be said of the knowledge furnished by Prang's Series. Of the one hundred and seventeen species of birds and quadrupeds already arranged for study, less than thirty are common in New England, and about forty are foreign. It is proposed, that the children shall learn the names of these, their color, size of body, length of wing and tail, order and family, locality, habits, and uses. Most of these facts are to be learned from the mouth of the teacher.

It may be absolutely important for the children to know, before they finish their education, that a Manx Cat has no tail, while the Caribou exults in six inches of posterior extension; that Cheetahs catch Springboks; that the little striped Skunk "is said to be easily domesticated"; that cow-skin boots and shoes prove the utility of the "gentle quadruped," and that the Guanaco is "easily bewildered"; but we question the *relative* value of these facts as compared with many others that are crowding upon our notice, and demanding to be presented in the schools.

The only excuse that is offered for presenting such a system to the public is, that in the cities it is impossible to provide natural objects for school use, and therefore pictures must be used. This is true as to zebus and yaks and gnus and penguins; but it is not true of cats and dogs, and especially not true of insects, which afford as wide and as interesting a field for observation, and as ample opportunity for scientific definition and classification, as any part of the organic kingdom.

As to plants, it would seem that a city teacher who could not find specimens of these for his class, could hardly use pictures to much advantage. If the purpose is to teach science scientifically, it can be done in the city as well as in the country, though perhaps not as easily. But neither in the city or country can it be done by means of second-hand observation, and by learning from the lips of a teacher facts which *he* only knows because he has read them in the accompanying manual.

OBJECTIVE TEACHING.

WHAT is objective teaching? Ideas are most clearly communicated by the use of illustrations. We shall therefore use the necessary illustrations to answer this inquiry.

FIRST ILLUSTRATION. *Teacher*, having taught the pupil to distinguish and name the *forms* as wholes, selects one, and presents it to the pupil. What is this form? *Pupil.* A cube.

T. Let us learn the names of the parts of this form. Teacher passes his hand over the surface and asks, What is the whole of the outside of the form called? *P.* Its surface.

T. What will you call this part of the surface now facing you? *P.* A face.

T. Right. Turning another face to the front. What is this part? *P.* A face.

T. Passing his finger along the junction of two faces. What is this part called? *P.* The edge.

T. Right. Pointing to the junction of three edges, what is this part called? *P.* A corner.

T. Right. It is also called an angle. Are there any other parts? *P.* Not any.

T. What are the parts of the cube? *P.* Faces, edges, and corners or angles.

T. We will now learn the *number* and *relative position* of these parts. Placing the cube on the table, where is the face against the table with respect to the top face? *P.* Below it.

T. Where is the top face? *P.* Above the one on the table.

T. Where are the other faces of the cube? *P.* On its sides.

T. What word means belonging or relating to the sides of anything? No answer. The word is *lateral.* What are these faces on the sides of the cube? *P.* Lateral faces.

T. Tell the number and position of the faces. *P.* One below, one above, four lateral faces.

T. Now count and tell the number of edges in the same order. *P.* Four below, four above, and four lateral edges.

T. Count and tell the number of corners or angles. *P.* Four below and four above.

T. Tell what you have learned about the cube. *Pupil* answers, combining the answers given above.

SECOND ILLUSTRATION. *Teacher.* Presents the cubical block used in the preceding illustrations. We wish now to describe the *form* of this block. What is this block in, and what is all around the block? *Pupil.* Room.

T. What other word may you use instead of room? *P.* Space.

T. Takes a cubical box made of card-board which will just hold the block. What is in the box? *P.* Space.

T. Puts the block into the box. Which is more, the space which is in the box, or the space which the block is in? *P.* The spaces are the same.

T. Takes the block out. What limits or bounds the space in the box? *P.* The sides of the box.

T. What limits the space which the block is in? *P.* The surface of the block.

T. A limited portion of space you may call a *volume.* What is a volume? *P.* A limited portion of space.

T. What is the room in which we are? *P.* A volume.

T. What is the space which your body or any other body is in? *P.* A volume.

T. Takes the block. The volume in which this block is you have said is bounded by the surface of the block. Count and tell me how many faces this volume has. *P.* Six faces.

T. Takes a piece of card-board whose face he has previously taught his pupils is a square, and applies it to the face of the volume. Look at this square and tell me what you see. *P.* The square has the same size as the face of the volume.

T. Applies the square to each of the other faces and gets the same answer. Now tell me how this volume is bounded. *P.* The volume is bounded by six equal squares.

T. Such a volume is called a cube. What is a cube? *P.* A cube is a volume bounded by six equal squares.

T. You have learned that the word cube has two meanings. A cube is a *body* bounded by six equal squares. A cube is a *volume* bounded by six equal squares.

THIRD ILLUSTRATION. *Teacher.* Writes on the blackboard: *A cube is a volume bounded by six equal squares.* What is the cube said to be in this expression? *P.* A volume.

T. To what class or kind of things does the cube belong?

P. To the class volumes.

T. What kind of a volume is it said to be? *P.* A volume bounded by six equal squares.

T. What other volume besides a cube is bounded by six equal squares? *P.* No other.

T. How is the cube described? *P.* It is described in such a way as to separate it from all other things of the same kind.

T. Such a description is a definition. What is a definition? *P.* A definition is a description of a thing which separates it from all other things of the same kind.

Examining these illustrations, we find in each the following elements:—

1. Two minds, the teacher and pupil, are actively engaged with the same object of thought. The activity of the teacher's mind stimulates and guides the mind of the pupil.

2. The teacher selects the right object of thought, and makes the right presentation of this object to the pupil.

3. The pupil is led to right thinking and to the acquisition of such knowledge as he can use. These are the elements of all true teaching.

Noticing the objects of thought presented in these illustrations, we find they differ. In the *first*, a *material object* is presented, its parts, their number and relative position. In the *second*, the *form* of a material object, separated in thought from the body which exhibits the form, is presented for description. In the *third*, a definition, a *mental* object, is the object of thought.

Observing the method of dealing with these different objects, we find it is the same in each case. The teacher presents a *definite object* of thought to the pupil, and asks *definite questions*, which lead the pupil to get by *his own thinking definite ideas* of this object, and to make a *correct expression* of these ideas.

Observing the action of the pupil's mind, and what he gets as the result of this activity, we find that in each case the pupil is conscious of getting from the object before his mind the ideas we would teach. We assume that the teacher does not leave the point till the pupil is thus conscious. When dealing with a *material* object, he gets the ideas through the appropriate sense, the

only way in which he can himself acquire them. When dealing with a mental object, he gets the ideas by his own reflection upon the object, which is the only way he can himself acquire them. Then he makes by his own effort the correct expression of the ideas gained. This is right mental activity on the part of the pupil. The result of this right thinking by the pupil is an increase of ability to use his mind upon other objects of thought, definite ideas of the object he has thus thought about, and the power to communicate clearly these ideas. This is real power and knowledge, the true end of teaching.

The teaching above described is *objective*, not simply because an object is used, but because there is an active going forth of the pupil's mind to this object in getting a knowledge of it, instead of the passive reception of ideas from another mind. It is not a mode of teaching in which the teacher does all the work. Its distinguishing quality is that the pupil is required to get and express the ideas for himself. Again, this teaching is oral, and has all the advantages which come from the living presence of the teacher. It is impressive.

We answer the inquiry with which we began by the following definition. *Objective teaching is the presentation of a definite object of thought to the pupil, and by definite questions leading him to get by his own thinking definite ideas of this object, and to make a correct expression of these ideas.*

It will be observed that this method is applicable to all grades of teaching, to scientific as well as elementary teaching, whether the object of thought be a material object or a mental object, — the world of matter and the world of mind both furnish numberless objects of thought for this teaching, — whether it calls into exercise the perceptive powers, the imagination, or the reflective power, or all of these powers.

The first illustration here presented was an exercise of the perceptive faculties in gaining knowledge of the parts of a material object. The second illustration was an exercise of both the perceptive and the reflective powers in describing the *form* when separated from the material object. The third illustration was an exercise of the reflective power in gaining knowledge of an abstract truth, making use of the knowledge previously gained by the perceptive powers.

Objective teaching differs essentially from the lecture method, in which the teacher talks about an object, making the pupil the silent recipient of what the teacher gives so long as he is willing and able to receive, — the teacher not knowing how much of what he presents the pupil does receive, nor how much he can receive. This method does not allow the pupil time to make the thoughts his own. It should be used sparingly and only with mature minds.

The senseless routine work, miscalled teaching, of memorizing and reciting the text-book, with little or no thought of what the words mean, with little or no effort to lead the pupils to think for themselves, so nearly stultifies the pupil's mind, that he has not independence enough to trust the evidence of his own senses. Such a pupil can be led to say almost anything the teacher desires him to say, and to believe it is true if the teacher accepts the statement. Such a mental condition is contrary to the pupil's nature. Children do think about what they know, when they have not been stupified by routine school-work. The parent or the teacher who is able to answer all the thoughtful inquiries of a little child, must himself be a good thinker. Pupils should be required to think in all their school-work, each one always according to the measure of his ability to think.

Objective teaching is done by some teachers in their every-day work, on every subject. It is not something worked out for a special exercise at a teachers' institute. The method is not new, nor has it been universally practised. It is something new to a large majority of teachers. It ought to be the mode of teaching in all our schools, from the primary school up through the university, in all branches of study, to teach the pupil *what* to study whenever he takes a new subject, to teach him *how* to study the subject, and to create an interest in his work, — the chief objects for which a pupil needs the aid of a teacher. Such teaching in all our schools would show a larger development of the mind, a larger acquisition of real knowledge, and a greater saving of time in our schools than was ever yet known.

A. G. Boyden.

TWO LATIN LESSONS.

RECITING A FIRST LATIN LESSON. (Noted down by an eye-witness immediately after it occurred as nearly verbatim as possible.)

Teacher. Please pass me a Grammar. What is our lesson for to-day?

Pupils. The Alphabet.

T. Mr. H., tell me what you know about the Latin Alphabet.

P. It is like the English, with some differences.

T. State those differences.

Pupil recites Harkness' Grammar 2, small print

T. Mr. H., what is a lingual? a labial?

Pupils. One after another. Don't know.

Teacher now explains why *d* and *t* are called linguals, and that they are called *linguals only* in Harkness, but that they are also called dentals in some BOOKS. Follows some blundering recitation by occasional help on the part of the teacher from the book before him.

T. Now Miss M., you may go to the board and write down all the liquids and spirants.

While Miss M. does that, another pupil recites mutes once more. The one writing is of course deaf-mute for this exercise. Then the pupil just reciting becomes mute and writes his mutes, etc. At last they read what they have written. Some errors are corrected, a labial having been put among the linguals, and *s* not having been counted as a double consonant.

T. Your lesson for to-morrow will be on the sounds of vowels, 6, 7, 8, and 9 large print (Harkness' Grammar), and then I shall give you some examples to see how well you can give the vowel sounds.

You are excused.

ANOTHER FIRST LATIN LESSON. *Teacher.* What is the object of this our daily lesson?

Pupils. The Latin language.

T. Yes; and in order to have a clear understanding of the Latin language at the beginning, we must know what language is, and then what the Latin language is. (By teaching, which I shall omit in this paper, definitions of both terms are drawn from the pupils.) Now, as we know what the Latin language is,

we want to know why Latin is studied. Think over this till to-morrow, and then tell me what conclusions you arrive at. I shall now begin to teach Latin, asking you to be always closely attentive and to be ever ready for questions, whenever you do not understand clearly. (Teacher goes to the blackboard and writes.) Serva honesta est.

This is a Latin proposition. Can any one tell me the meaning of this proposition? Well, if no one can, then we must try to find the meaning: (separates the termination of the first word, then of the second). Serv-a honest-a est.

T. Have you any word in English which might enable you to get at the meaning of the word serv-a? Raise your hands! Miss H. may answer!

P. Serve.

T. Another word? Mr. D. S., etc.

Pupils. One after another, servant, servitude, servile, service, serviceable.

T. Very well. What seems to be the primary idea underlying all these words? (separates stem and terminations by a line serv-ant, serv-itude, serv-ile, serv-ice, serv-iceable).

Pupils. To serve.

T. True. But now what is to serve? Hands up! Always raise your hands, if you think you can give an answer! Miss C.

P. To serve is to do work for some one, to be a servant, to do service.

T. Yes, and he who performs this duty is called?

Pupils. A servant.

T. Right. Now serva means servant, and particularly a female servant; and as all, or nearly all, servants of the Romans were slaves, what would you now say is the meaning of serva?

Pupils. Slave.

T. Good. Write slave under serva. What does honest-a mean? class!

Pupils (unisono). Honest.

T. Very well. From what language then does honest come?

Pupils. From the Latin language.

T. Yes. What other words have you in English having the elements of this word. (Teacher marks the word hon-est.)

Pupils (one after another). Hon-est-y, hon-or, honor-able, to honor.

T. What seems to be the main idea of these words?

Pupils. Honor.

T. That is correct. Write honest under honesta. What is the meaning of "est"?

One pupil. Is it "is"?

T. Yes, it means "is." Now write "is" under est. Miss L., read now what we have as the meaning of our proposition.

P. Slave honest is.

T. Is this good English?

Pupils. No.

T. Who can better it without adding anything? Mr. S. may!

P. Slave is honest.

T. Very well. What difference then do you see between Latin and English? Hands up! Use your eyes and think, and if you have anything to say, raise your hands! Well, Miss C.!

P. In Latin the verb stands at the end of the proposition.

T. Yes. The verb stands generally at the end of the proposition in Latin, not always. Where does it stand in English? (Gives several declarative and interrogative propositions.)

Pupils. Close to its subject.

T. Right. Now we have this proposition "slave is honest." Suppose, I would say, "slave is honest, but slave does not like to be slave," would that be good English.

Pupils. No.

T. How then would you express it?

P. 1. The slave is honest, but the slave does not like to be a slave.

P. 2. A slave is honest, but a slave does not like to be a slave.

T. Very well. What other difference then do you see between Latin and English? Miss D.!

P. Latin has no article.

T. Yes. Latin has no article, neither a definite nor an indefinite article.

One pupil. But then, Mr. K., how can we tell which article we shall take in translating Latin into English, if there is no article in Latin?

T. That is a very sensible question. I think that you all can answer this question, after I have given you some more examples.

— Let us now recapitulate what we have learned. What is the first difference between Latin and English? . . . What is the second difference? . . .

Now pronounce after me.

I write some more propositions: —

Serv-a fid-a est. — Fid-elity, bona fid-e.

Aqu-a-pur-a est. — Aqua-tic, aqua-rium; pur-e, pur-ity, pur-ify.

Penn-a long-a est. — Pen; long, long-itude.

Domin-a sever-a est. — Domin-ion, domin-eer; sever-e, sever-ity.

Femin-a bon-a est. — Femin-ine; a bon-us.

Statu-a alt-a est. — Statu-e, statu-ary; alt-itude.

Terr-a firm-a est. — Terra firma, terr-estrial; firm, firm-ness.

Coron-a rot-und-a est. — Coron-ation; rotunda, rot-ary.

(These propositions are taught in a similar manner. The teacher marks off the terminations of the words and so enables the pupils to find the meaning for each proposition without difficulty. He writes then the translation under each proposition, pronounces, and lets the pupils pronounce, after him. This lesson will fix the five vowel sounds at the same time, supposing the pronunciation to be continental.)

T. Can any one tell me now, when to use an article in translating from Latin into English, and which article, and when to use no article?

Pupils. (Whose attention had been called to this point while translating the above propositions.) Yes, the sense of the proposition must tell whether or not to use an article, and which.

T. Very good. — You may study for to-morrow these nine propositions, be able to give the English meaning for each, and vice versa. Give also English Derivatives from the words in the lesson. If you can think of more Derivatives than we have mentioned, please bring them forward. What now is our lesson for to-morrow?

(Teacher writes on the blackboard and requires pupils to copy.)

1. Language, what?
2. Latin language, what?
3. Object of learning Latin?
4. Differences between Latin and English.

1. Verb stands generally last in Latin propositions.
2. Latin has no article.

5. Get meaning of nine propositions and English Derivatives from words in same.

T. You are excused.

F. H. K.

WILLIAM RUSSELL.

PROFESSOR TWEED, EDITOR OF THE TEACHER: —

Dear Sir: — At your request, I have prepared a notice of our lamented friend, William Russell. For most of the facts I am indebted to H. Barnard's Journal of Education, and for the best thoughts to Mr. Russell's friend, A. Bronson Alcott, most of whose letters to me I have inserted. Mr. Russell's opinions are given in his own language.

Yours, G. B. E.

No person of foreign birth has performed more valuable and faithful services in the cause of education in New England, during the last fifty years, than William Russell. It is, therefore, most fitting that some account, however inadequate, should be given of the extent, variety, and fruitfulness of those services, and some expression of the gratitude which has filled many hearts, for the generous spirit in which they have been performed, should find place in an organ devoted, as is the "Teacher," to the noble cause to which he consecrated his life.

Mr. Russell was a native of Scotland, and was born in Glasgow, April 28, 1798, and educated at the schools and the university of that city. The department of Mental Philosophy, Logic, and Rhetoric was at that time, auspiciously for Mr. Russell, under George Jardine, the eminent author of the "Outlines of Philosophical Education," who was the object during his life of Mr. Russell's reverence and admiration.

In childhood, Mr. Russell was distinguished for sweetness of temper and cheerfulness. A younger brother says: —

"I never saw him shed tears but once; that was one morning that he had slept too long, and curtailed his hours of study. My later recollections are of his taking me out to walk with him, and cultivating in me the love of nature and the faculty of observing systematically its varied aspects."

A sister says:—

"I may add one incident of his early life which I learned from himself. After entering the University of Glasgow, at the first annual competitive exhibition, he, the youngest there, was awarded the highest merit for translation of Latin, over some hundreds of competitors. He mentioned this to me incidentally in connection with other college recollections, but very modestly, with a slight laugh at his own confused astonishment when the highest degree of merit was awarded to him."

A sister adds:—

"He was very studious, and gained many prizes, and, I remember, excelled in Greek, for he used to amuse us, after dinner, when he was quite a small boy, reading the Greek Comedies to us as fluently as if they were in English. He was fond of music, poetry, and painting, especially landscapes, as he was a great lover of nature. Generous to a fault, and most tenderly conscientious, no one could more literally obey the precept, 'Lay not up treasures on earth,' or strive more earnestly to promote the highest interest of his fellow-creatures."

On the completion of his college course, in 1817, he came to Georgia, as to a climate more genial to delicate lungs than that of his native land, and was, for some years, private tutor in the family of a distinguished Georgian statesman. This life was very beneficial to his health, and he went back to Scotland stronger than he came; but he was soon persuaded by his Southern friends to return to Georgia and take charge of Chatham Academy in Savannah.

A happy marriage to a lady of Connecticut inducing him to prefer a residence in New Haven, he came thither, and for some years taught the New Township Academy, and then the Hopkins Grammar School, a school of preparation for Yale College. But the delicacy of his lungs rendering it imperative that he should live a less sedentary life, he came to Massachusetts, and very successfully taught classes in elocution at Cambridge, at Andover, and in the Public Latin School and Chauncy Hall School in Boston. While so engaged, he was, fortunately for the cause of education, persuaded to take, in 1826, the editorial charge of the "American Journal of Education," published in Boston by Thos.

B. Waite, the first regular publication upon the subject in this country or in England.

Mr. Russell was signally well qualified for this important office by the early influence of Jardine at the university, by his varied experience as a teacher, and especially by his inborn, heart-felt interest in all that related to the healthy and happy development of human character and intellect, essential to which he considered the education of the bodily powers, of the eye by drawing and painting, of the ear by reading and music, and of the muscles by varied appropriate exercise.

The time had arrived for such a journal. "The light shed on the whole subject of education by the labors of Pestalozzi, had excited, throughout Europe and America, a fresh interest on all the great questions involved in the various departments of physical, intellectual, and moral culture." *

"Warren Colburn's invaluable contribution to the improvement of education, in the publication of his Intellectual Arithmetic, had virtually introduced the spirit of Pestalozzi's methods of instruction into the schools of New England; and much had been effected by the diffusion of liberal views on the whole subject of education, by Mr. James G. Carter, through his numerous and able editorial articles in the United States Literary Gazette." †

"The arduous labors of Mr. Russell, in the almost unassisted editorial care of the Journal of Education, although of no pecuniary benefit to him personally, were amply rewarded by the many invaluable results to which they led." ‡

"Indeed he was the general advocate of most of the reforms which have been incorporated into our school discipline, and become the common possession of all."

"Infant Schools, then first introduced into this country, Sabbath Schools, Elementary Education, High Schools for Girls, Schools for Teachers, the Lyceum, — all received his attention, the support of his ready pen. 'The Introduction and Retrospect,' which he gave in these columns, intimate the scope of his views on the whole subject of education. It is no disparage-

* Barnard's American Journal, vol. 3, pp. 140 and 141. † Ibid.

‡ From a letter of A. B. Alcott.

ment of later journals to affirm that none have embraced a wider field of speculation or of practice, or dealt more ably with the leading principles of human culture." *

"The 'Journal' met with warm encouragement throughout the Union, and was extensively used as a vehicle of communication, both for developing the views of the friends of education in several of the States which were then occupied with the establishment of systems of public instruction, and for the diffusion of improved methods of teaching, which were then claiming general attention in New England and other parts of our country, where the subject of education had attained to a more mature stage of advancement. Eminent educators and philanthropists abroad, both in England and on the continent, gave their cordial sympathy and commendation to the design and character of the 'American Journal,' and contributed effectual aid to its purposes, by liberal exchanges, and copious supplies of material, in the shape of important public documents." †

"The editorial care of the 'Journal,' though an exceedingly laborious form of occupation, was one which was peculiarly agreeable to Mr. Russell, from his personal tastes and habits; and he would gladly have continued it, could he have done so with safety. But the employment of conducting an educational periodical being necessarily, for the most part, a gratuitous service, it could only be performed by laboring at night after the day's occupation in teaching. Three years of this double toil occasioned a reduction of strength which called for a temporary cessation of exertion." ‡

"At the invitation of Reuben Haines, Esq., of Germantown, Pénn., he left Boston with Mr. A. B. Alcott, in December, 1831, and took charge of the Female Department of the Germantown Academy, Mr. Alcott having charge of the Primary. While residing in Germantown, and chiefly at his suggestion, the Philadelphia Association of Teachers was formed, and evening lectures on Education, speculative and practical, were given by the members. A journal of instruction was issued by the Association, of which he was the chief editor. He also contrib-

* From a Letter of A. B. Alcott.

† Barnard's American Journal, vol. 3, pp. 140 and 141. ‡ Ibid.

uted papers to 'The American Annals of Education,' edited by Mr. William C. Woodbridge, who, on becoming proprietor of 'The Journal of Education,' after it passed from Mr. Russell's editorship, changed its title to that of 'The Annals.' The death of their chief patron, Mr. Haines, occasioned the removal of Mr. Russell and Mr. Alcott to Philadelphia, and opening schools in that city; Mr. Russell giving his usual lessons in elocution and parlor readings."*

"On returning to Boston in 1831, he resumed his teachings at various seminaries and colleges, giving lessons also to private classes. He was engaged in giving instructions for several years in Teachers' Institutes in several of the New England States.

"While residing in Boston, he was a frequent attendant of the club of scholars who met at each others' houses for discussing the high problems of literature and philosophy, among whose members were Mr. R. W. Emerson, Theodore Parker, A. B. Alcott, and others. On these and all occasions, Mr. Russell was the advocate of the truest comparative liberty of thought and action. His method was that of the fan against the wind, force of persuasion rather than logical forms. If his prolific rhetoric sometimes encumbered his statements, he was a master of his Northern tongue, and his elocution became for many individuals the standard. In private, his conversation was especially entertaining, and varied by anecdote, rich in classical allusion, and free from pedantry. His slight Scottish accent gave to his readings an agreeable flavor. His geniality, sweetness of disposition, and domestic traits, made him an agreeable companion; and to those who were so fortunate as to be admitted within his household, as guest or friend, the grace and rare accomplishments of the husband and father were charming to behold.

"In whatever regards the essential principles of a complete outline of the human being, I have been inclined to rank him as an ideal teacher and educator. He combined learning with ideas, subordinating his text to the thought, the letter to the spirit. Especially was this true in his lectures on Elocution, the pieces selected to be spoken having always a pointed relation to the sentiments and ideas to be delivered. I used to think his

* Mr. Alcott's Letter.

pupils were receiving, under the guise of elocution, lessons alike in taste, morals, and philosophy, — an influence that mingled insensibly with their inmost being. Here was a teacher of eminence, of learning various and elegant, of a high order of intellect, of deep religious sensibilities, a scholar and gentleman in the best acceptation of the term, — fellowship with him became a delight and a culture." *

"In 1849, at the invitation of friends of education in New Hampshire, Mr. Russell established, at Reed's Ferry, a seminary for teachers, which he continued to conduct or direct, for several years. But his health incapacitating him for the active duties of teaching, during the severe winters of that region, he was induced, in the spring of 1853, to move his seminary to Lancaster, Massachusetts, where he resided till his death." †

While at Reed's Ferry he gave an address to those preparing to become teachers, full of Christian suggestions and wisdom, many of which are richly worth quoting.

"Our young people leave school — not to speak of our higher institutions — with intellects somewhat sharpened and disciplined by the daily grinding of the understanding. But, during the whole course of nominal culture, little has been done to quicken the heart, or to awaken the imagination. Our youth have been trained to *understand*, merely, but not to *love:* they have received explanations; they have been accustomed to give definitions, and to execute demonstrations; but they have not been taught to feel the universal beauty and loveliness amid which they dwell, and whose atmosphere they daily breathe."

"The young mind, moreover, claims always of the teacher, as of the parent, that ideal perfection of character which makes itself legible in the language of a manner ever composed, serene, benign, gentle, condescending, patient, dignified, courteous, firm, and equable. The demands thus made must be, in good degree, met by all who would be successful teachers."

[Concluded in our next.]

* From a Letter of A. B. Alcott.

† Barnard's Journal.

Resident Editor's Department.

At a meeting of the New England Association of Superintendents, held in Boston, Oct. 17, H. F. Harrington, Esq., of New Bedford, read a paper on "The relative number of male and female teachers desirable in our High and Grammar Schools." Mr. Chase, of Holyoke, also read a paper on "The Selection of Teachers," and A. P. Marble, Esq., on "The Limits of Public Education." After the reading of the essays, Mr. Philbrick, Superintendent of the Boston Schools, by request of the Association, occupied an hour in some very interesting remarks on the Vienna Exposition, especially the educational department, and the European systems of education in general. It is understood that Mr. P. will make a detailed statement of these matters, in a report to the Legislature, which will be looked for with interest. At the afternoon session of the Association, the essays were discussed. That on "The relative number of male and female teachers" especially, evinced much interest on the part of the superintendents, and was terminated by the unanimous adoption of the resolution, "That an increase in the relative number of male teachers would increase the efficiency of our schools." Each of the other essays led to an animated discussion.

On the whole, it was one of the most interesting sessions of this Association.

AN EXERCISE IN SPELLING AND LANGUAGE.

Let the class take ten words, and before studying the lesson pronounce each word distinctly, after the teacher. A few minutes may then be devoted to studying the lesson. Then let the words be spelled orally.

The teacher may then take one of the words, as "anvil," and ask how many pupils can make a sentence containing the word.

1st *Pupil.* The blacksmith has an anvil.

Teacher. Very well.

2d *P.* The blacksmith hammers iron on an anvil.

T. Right.

3d *P.* The blacksmith makes horseshoes on an anvil.

T. All right.

You may now write the last sentence on your slates. (The pupils write it.)

T. You may now spell the words from your slates, telling what capitals you have used, and what punctuation marks.

1st *P.* T-h-e, the. A capital t because it begins a sentence.

2d *P.* b-l-a-c-k-s-m-i-t-h (small b).

3d *P.* m-a-k-e s (small m).

4th *P.* h-o-r-s-e-s-h-o-e-s (small h).
5th *P.* o-n (small o).
6th *P.* a-n (small a).
7th *P.* a-n-v-i-l (small a).
8th *P.* a period.

Teacher (after examining a few slates to see that the corrections have been made), — Who can put this sentence in the form of a question?

After a little hesitation, and perhaps some incorrect attempts, a pupil says, "Does the blacksmith make horseshoes on an anvil?"

T. Right. Would it be right to say, "Does the blacksmith make horseshoes on an anvil, yesterday?"

Pupils. No, sir.

T. What should it be?

P. "Did the blacksmith make horseshoes on an anvil yesterday?"

T. Right. You may now all write the sentence on your slates, — "Did the blacksmith make horseshoes on the anvil yesterday?"

Let the pupils then spell the words as above, telling what capitals are used and what punctuation mark is placed at the end.

In this manner the pupils in the lowest classes of the Grammar Schools may, while learning to spell, learn to form sentences, and to change them from the declarative to the interrogative form; and, in fact, learn almost all the inflections of the language, before they are aware that they are studying grammar.

When, by frequent use, the forms are made familiar, they will readily remember the technical terms, though I would not recommend that they should be given in the lowest classes.

THE PLYMOUTH COUNTY TEACHERS' ASSOCIATION

HELD its fifty-first annual meeting at Middleboro', last Friday and Saturday. The attendance on both days was very large, contrary to expectations, as it was feared that the change in time of holding it would prevent many teachers rom being present. The meeting on Friday, was called to order at 10.30 A. M. by the president. Rev. Mr. Hadden, of Middleboro', offered an opening prayer, and also made a short address of welcome to the teachers, inviting them to the hospitality of Middleboro'. This was accepted by the president in behalf of the convention.

The reports of the secretary and treasurer, J. G. Knight, of Hanover, were read. The treasurer's report showed an unexpended balance in treasury of thirty dollars. A committee of three was appointed to nominate the usual officers. On a motion of A. G. Boyden, the convention then proceeded with the literary exercises as per programme.

The first question on the programme, "Should scholars be kept after school"? was opened by W. C. Fickett, of East Bridgewater. The general

position of the speaker was in opposition to after-school sessions; that they cultivated in the scholar a disposition to dally and put off his studies; that it was better to teach promptness by obliging him to do all his work in school hours. A few other gentlemen spoke on the question, among them Rev. Mr. Hadden, who was opposed to keeping scholars for lessons, but favored keeping them to reprove them.

In the afternoon, Mr. Harrington, of New Bedford, spoke on "Measuring Education," in which he recommended some radical reforms in our present system of school examination, criticising the latter severely. He was followed by A. G. Boyden, who made an able appeal in behalf of the proposed "half-mill tax." He explained that the object was to so equalize money raised for schooling in this State that the smaller towns might have better advantages.

The exercises of the afternoon were closed by an interesting exhibition in experimental chemistry by a class from the North Bridgewater High School. This exercise was very successful under the circumstances, and the class showed itself interested in the subject. After the adjournment of the meeting, on invitation of Mr. Leonard, principal of Peirce Academy, many of the teachers visited the building of that famous old school, looking over its cabinets, etc.

In the evening, Mr. Joshua Bates, of the Brimmer School, Boston, delivered a lecture on Habits, Morals, Manners. The theme of the lecture was the importance of impressing good morals, habits, and manners upon scholars, and it was an excellent production. After the lecture a few short speeches were made by gentlemen present, Prof. B. F. Tweed, of Charlestown, Mr. Clark, of the Gaston School, Boston, Mr. Parker, of North Bridgewater, Mr. Leonard, of Middleboro', Mr. Fickett, of East Bridgewater, Mr. Jennings, of Hingham, and others. The remarks were principally in the line of the lecture. After the speaking, Mr. Tweed led the audience in a few songs, and the meeting was one of the pleasantest sessions the convention held. Saturday forenoon was principally taken up with discussion of a question on Primary Schools, in which many gentlemen took part.

Mr. L. Drake, of the Bridgewater High School, read a paper on the comparative value of the classics and science in our public schools, and was followed by Mr. Parker, of North Bridgewater, who discussed it briefly. Mr. B. F. Tweed gave an interesting lecture on English Grammar. This was listened to with great interest by the teachers, and abounded in good suggestions.

In the afternoon, H. W. Osborne, of East Bridgewater, delivered a lecture on "Taste." The lecturer dwelt on the advantages and pleasures of good taste, and showed how it might be a blessing even in the humblest ranks of life. The lecture was finely written and pleasingly delivered, and showed that the speaker had an appreciation of his subject.

The next thing in order was the report of committees. The committee on "Massachusetts Teacher" reported sixteen subscribers. The committee on resolutions reported the following: —

Resolved, That the teachers of Plymouth County hereby express their

thanks to the school authorities and to the people of Middleboro', for the liberal hospitality displayed in receiving and entertaining the members of this Association, and for the many courteous attentions extended during their visit.

Resolved, That we are under great obligation to superintendents Harrington, of New Bedford, and Tweed, of Charlestown, to Mr. Joshua Bates, of Boston, and Col. W. H. Osborne, of East Bridgewater, for their thoughtful, instructive, and highly useful papers; and to the superintendents and teachers, both in and out of the county, who have done so much by their participation in our exercises, to foster and develop the interest felt in our chosen work.

Resolved, That our thanks are due to the superintendent of the Old Colony Railroad and its branches, for liberality in furnishing free return tickets to our homes.

Resolved, That the president and other officers of the association are deserving our cordial thanks for ability displayed in performing their duties, and for the great degree of success which has attended this meeting under their directions.

Resolved, That as teachers, we are conscious of having received great benefit from this annual meeting, and that as a result, we shall return to our labors with renewed zeal and greater devotion to our high and holy calling.

E. PARKER, JR.,

For the Committee.

The committee on nominations reported as follows: —

President, J. W. McDonald, South Abington; Vice-President, Mr. Parker, North Bridgewater; Mr. Merrett, Hingham; Mr. Cornish, Plymouth. Secretary and Treasurer, J. G. Knight, Hanover. Executive committee, Mr. Martin, Bridgewater; Mr. Soule, Hingham; Mr. Leonard, Middleboro'; Mr. Knight, Hanover.

Miss Mary A. Currier, teacher of elocution in the Bridgewater Normal School, read an essay on elocution. The suggestions made in this were so practical that we shall publish them in full. She gave to the convention a few exercises, showing how to train the voice, and also read two selections illustrative of the points in her essays. Miss Currier held the closest attention of her audience during her reading.

Rev. C. W. Wood, superintendent of the North Bridgewater Schools, delivered a short address in favor of towns furnishing text-books to scholars. He was in favor of this measure, and showed the benefits arising from the adoption of this plan. At the close of Mr. Wood's remarks, the convention, after singing "Auld Lang Syne," adjourned. The meeting as a whole was a successful one, all the essays and lectures being such as were of practical use to the teachers. — *From the Abington Journal.*

SOME REMINISCENCES OF BOSTON SCHOOLS FORTY-FIVE YEARS AGO.

BY GEORGE W. MINNS.

[*Concluded.*]

I ENTERTAIN no unkind feelings towards any teacher under whose control I have been. I am sure every one meant well. That corporal punishment was frequently administered was much more the fault of the system than of the teachers. Every one then seemed to think that order could be maintained only by severity. Still, I never witnessed any cruel or brutal punishment, and no boy was much injured by "running the gantlet." No one of my teachers was at all a tyrant, or approached in the least the character of the Suabian *paidotribes* (not *paidagogos*), of whom it was said "that for fifty-one years he had superintended an institution with old-fashioned severity. One of the ushers calculated that his principal had given nine hundred and eleven thousand, five hundred canings, one hundred and twenty-four thousand floggings, two hundred and nine thousand custodes, one hundred and thirty-six thousand tips with the ruler, ten thousand two hundred boxes on the ear, and twenty-two thousand seven hundred tasks to get by heart. It was further calculated, that he had made seven hundred boys stand on peas, six hundred kneel on a sharp edge of wood, five thousand wear the fool's cap, and one thousand seven hundred and eight hold the rod, — amounting in all to one million four hundred and twenty-one thousand two hundred and eight punishments; or, allowing five days for every week, averaging above a hundred punishments every day." *

In hot weather Mr. Emerson would sometimes send out for a pitcher of strong beer, and he and Mr. Callender (*horresco referens*) would sit at the desk, in plain view of the rising generation, refreshing themselves with this (now prohibited) beverage. I am sure that the only bad effect produced at the time upon us was a feeling of intense indignation that he did n't "pass it round."

The most remarkable practical *bull* ever perpetrated within my knowledge was the work of a boy in my class named Michael Mahoney. He disliked the writing school so much that in order to incapacitate himself for executing any lessons in penmanship, he actually resolved to bruise his thumb to such an extent that it would be impossible for him to use it, and the master would be obliged to excuse him from writing. Accordingly, placing his thumb upon one stone, with another he so battered it as to reduce it to a shapeless mass, and then was on the point of exclaiming, "I have done the deed; no more

* The Rev. James Bowyer, of Christ's Hospital, — the Blue Coat School, — appears to have equally deserved the epithet "*plagosus*." He was head-master when Coleridge, Lamb, Hunt, and De Quincey attended the school. De Quincey said "the man knouted his way through life from bloody youth up to truculent old age." Coleridge, when he heard of this man's death, said "it was lucky the cherubim who took him to heaven were nothing but faces and wings, or he would infallibly have flogged them by the way."

And now the pendulum has swung to the other end of the arc. The Boston School Committee is considering the expediency of abolishing corporal punishment in all the schools.

writing for me," — when he found that he had bruised and disabled the thumb of his *left* hand. Such was the force of habit that he had used his right hand to strike with, not thinking of the object he had in view until the mischief was done.

When we consider the few studies pursued in our Boston Grammar Schools at the time I attended them, the inferior text-books, the want of apparatus, the imperfect methods of instruction, and the harsh discipline, we are struck with the great improvement which has been made in their condition. Forty and fifty years ago, "there was," as Mr. Philbrick has said, "no vocal music, no drawing, no object-teaching, no instruction in geography worthy of the name; no vocal training, no physical exercises, no writing of compositions, and no instruction whatever in the elements of science." Arithmetic was taught very imperfectly; I do not call to mind any attempt by the teacher to show the *reason* of the "rule"; the direction was to follow it. I can say for myself, that it was only after I had entered the English High School that I obtained an insight into the principles of arithmetic, or even understood the reasons of the rules relating to fractions. In the Boylston School, the principal part of the time was occupied in reading and writing. It never seemed to occur to any one that it was worth while to take pains, by written exercises, to enable a pupil to use his own language at least with some degree of readiness and accuracy, paying at the same time a proper regard to correct spelling, and the right use of capitals and marks of punctuation. There was very little attempt to connect book knowledge with the relations of business life upon which many pupils were soon to enter. There was no instruction in human physiology or in the laws of health. The boys knew there is a natural world, but would have been puzzled to give an explanation of the most common phenomena.

Let me end these rambling sketches by contrasting the entertainment now provided every year at Music Hall for the Medal Scholars, with the dinner to which their predecessors were invited at Faneuil Hall forty or fifty years ago. We all know what the former is. It is attended by the Medal Scholars, boys and *girls*, with their fathers and *mothers*, and teachers of *both* sexes The Mayor, after a short address, presents a bouquet to every medal scholar; refreshments are liberally provided, *but not a drop of intoxicating liquor.* An excellent band plays the best and most appropriate musical compositions, and the whole winds up with a merry dance; after which, at about sunset, all retire, well pleased with the good time they have had. Nothing occurs to mar the enjoyment of the occasion. Now look upon another picture.

It was my fortune to obtain at the Boylston School one of the Franklin Medals; and, according to custom, I was invited to dine with the City Authorities at Faneuil Hall. How beautiful the hall looked when I entered it, decorated, as it was, with flags and bunting! The long tables were covered with the fruits of the season, and the dinner was excellent, the City providing bounteously. Wine (Sherry or Madeira) was furnished in abundance. We boys, the most conspicuous guests at the feast, each wearing his medal suspended around his neck by a beautiful blue ribbon, sat together at one

table. After we had satisfied our appetites, the Mayor arose, and made us a short address, in which he congratulated us on our progress in our studies, and our success in obtaining the medals, by no means forgetting to say that Boston, pointing to us, exclaimed with Cornelia, "These are our jewels," — and also adding that among us was a future President of the United States. He then directed the waiters to fill each boy's glass with wine, and we then and there had the honor of drinking with the chief officer of the city, each boy emptying his glass, in imitation of his elders.

I was proud of the notice taken of us, of the compliments which the Mayor lavished upon us, and which I had no doubt were deserved ; I was glad to be where my merits were appreciated, and began, I am afraid, rather to consider the company as looking up to me than I to them. Judge then of my indignation and humiliation, when, immediately after the glass of wine with the Mayor, some constables with painted poles came up, and calling upon us to rise, marched us all out of the hall, two constables bringing up the rear, to see that no stragglers were left behind. We were ignominiously turned out, just as "the feast of reason and the flow of soul" were commencing, of which I longed so much to partake. I wished very much to remain to hear the speeches of eminent gentlemen, to listen to the songs and the music and the jokes ; in short, to learn exactly what a public dinner is. I tried to slip back, but these constables, unlike the modern police, were at their posts and vigilant. It was impossible for me to get by them; so I went into the street, and stood under the windows of Faneuil Hall, listening to applause and roars of laughter, but unable to hear a word, and wishing with all my heart that I could know what it was that caused so much enthusiasm or merriment.

Now, why were we boys excluded from the hall, and shut out from what ought to have been the best and most intellectual part of the entertainment? There can be but one answer to this question. It is this : the City Fathers did not wish the young to know what some of them or of their guests might say or do, under the influence of intoxicating liquors, of which there was an abundance at all public dinners at the time referred to. Remember, no woman was allowed to be present at this dinner; no city officer took his wife to it ; no female teacher, or meritorious scholar among the girls, was invited to it. It was a "gander party," and even the boys were at a certain time turned out from it, in order that the men might sit and drink as much wine or other liquors as they pleased, smoke cigars, — and not blush for shame, in presence of their children, if some jolly companion told an improper story, sang an unsuitable song, or conducted indecorously. And for the same reason the women were not invited. No one could attend, as I have done, a School Festival in 1828 and another in 1872, without gratefully acknowledging that the world is improving, and that the "good old times" had certain customs "more honored in the breach than in the observance." What an improvement in the old School Festival has the mere presence of woman made! She necessarily and immediately banished wine from it, and also, the use of tobacco. She puts man upon his *best* behavior ; in her company he becomes courteous, refined, chastened ; and what a grace, beauty, and charm she gives

to all these school gatherings. Fathers and mothers, male and female teachers, school boys and girls, mingle together like one happy family; and the Festival is Thanksgiving and the Horticultural Exhibition joined together, presided over by the City Fathers, assisted by the Graces.

YE OLDEN TIME.

ACCORDING to Winthrop, in 1645, "By agreement of the commissioners, and the motions of the elders in their several churches, every family in each colony gave one peck of corn or twelve pence to the college at Cambridge."

In the same year, Winthrop writes in his history that, "Divers free schools were erected, as at Roxbury (for maintenance whereof every inhabitant bound some house or land for a yearly allowance forever), and at Boston, where they made an order to allow forever fifty pounds to the master and an house, and thirty pounds to an usher, who should also teach to read and write and cipher. Indians' children were to be taught freely, and the charge to be by yearly contribution, either by voluntary allowance, or by rate of such as refused, etc., and this order was confirmed by the general court. Other towns did the like, providing maintenance by several means."

It appears from the records of the time, that "on the thirteenth of 2, 1635," a vote was passed "that our brother, Philemen Pormort, shall be intreated to become schoolmaster, for the teaching and nurturing of children with us." He was doubtless the first Boston master. He was succeeded by Mr. Daniel Mande, who was chosen, according to the margin of the record, "on the 12th of the 6th Aug., 1636." A list of those who contributed to his support is given, among whom are "the Governor, Mr. Henry Vane, Esq., ten pounds; the Deputy Governor, Mr. John Winthrop, ten pounds; Mr. William Coddington, thirty shillings." There are forty-one others, who contributed from twenty down to four shillings.

In 1642, "nine bachelors commenced at Cambridge; they were young men of good hope, and performed their acts, so as gave good proof of their proficiency in the tongues and arts. At this commencement, complaint was made to the governors of two young men of good quality, lately come out of England, for foul misbehavior, in swearing and ribaldry speeches, etc., for which, though they were adults, they were corrected in the college, and sequestered, etc., for a time."

It will be noticed that John Winthrop, in his diary history, was very fond of his etc's.

G. T. L.

GLEANINGS, BY W. P. A.

[From "Notes of Thought," by Charles Buxton. 1 vol. London, 1873. Charles Buxton was son of Sir Thomas Fowell Buxton, and author of the well-known biography of his distinguished father,—a book which has passed through thirteen editions in England alone. Some American publisher should reprint this little book, full of the ripe thought of a cultivated, accomplished, and excellent man.
W. P. A.]

TEACHING BOYS SELF-CONTROL. — "Give self-control, and you give the essence of all well-doing in mind, body, and estate. Morality, learning, thought, business, success — the master of himself can master these.

"Every one allows this. Every one sees that it is self-control that bestows the blessings of perseverance, punctuality, due observance of all duties, kindness, courtesy. Why, then, is it not one of the first aims of those who bring up youth, to teach self-control?

"How can it be taught? Never, at any rate, unless with government there is freedom. If a boy's life be always squared for him, if his dread of punishment alone be appealed to, if his own judgment and conscience be never left free to choose between the evil and the good, how shall he learn self-government? Depend upon it, neither boys nor actions can grow into the fulness of manhood, of self-reliance, and self-mastery, unless they drink deep of freedom. He whose eye is always on that of a director can never learn to direct himself. A few mischiefs, for the time, would be well made up for in after-life, if, in school as well as out, discipline were combined with larger liberty." The difference in this respect between the discipline of English and of French schools is very striking. The great schools of England are only now just beginning to teach effectively anything which it behooves a man of the nineteenth century to know, but undoubtedly the freedom in which the English boy is brought up in them tends to make a man of him; while the slavery of the French schools is one reason why Frenchmen have never yet learned, as a nation, to govern themselves.]

BARREN EDUCATION. — "It is a daily surprise to me to see how shallow, poor, barren-minded men may still be after the most prodigious amount of education. . . . But the truth is that there is one path to wisdom, and only one — the path of *thought*."

READING *vs.* THOUGHT. — "Reading spreads facts, like manure, over the surface of the mind; but it is thought that ploughs them in."

CAN BOYS BE MADE TO THINK? — "Depend upon it, nine boys out of ten might be made in a fair degree thoughtful. They only want a man to train them that way, and they will readily learn to mark (and re-mark) what passed before them. They have it in them, but so few teachers know how to draw it out."

HOW TO MAKE CHILDREN THOUGHTFUL. — "The thoughtful teacher's aim will be to cherish John Smith the bud, into John Smith the blossom; not to turn John Smith the rose, into John Smith the fir-tree. In other words, he will try to make the most of the child's special nature, but not to squeeze it

into the shape of some fixed model. But how is this possible with this dead-weight of Latin grammar to be borne by all the boys? Special cultivation of special natures is scarce possible without a greater variety of studies, so that one could be set in the way of studying natural history, another geometry, another history, a fourth language, and so forth. Still much might be done even now, and especially in drawing out the thoughtfulness of thoughtful boys, and the taste of the tasteful. Three boys out of five have in them a considerable natural capacity for thinking, which is left utterly waste. If their teacher would stimulate them to look into the causes of phenomena, if he would put them in the way of asking, "Why is this?" "How comes that?" an astonishing degree of spirit and vivacity would be given to their minds; and their enjoyment of life, both at school and afterwards, would be largely enhanced. So might their sense of the beautiful be immensely developed by their teachers sedulously drawing their eyes to mark the grace of all natural forms, and the loveliness of all natural hues, and making the study of English poetry a large portion of their work. How far brighter and how far more telling would school teaching be if it aimed at thus drawing out the powers of imagination and reflection, instead of solely seeking to teach application of mind by the direst of human studies." [For "dead-weight of Latin grammar" put dead-weight of spelling, English grammar, ciphering, and other dry bones and mere tools of knowledge, and we have here a just criticism of our own schools.]

Dead Languages. — There is this radical fault in making dead languages [or the mere words and structure of any language] the one grand subject-matter of school teaching, that, after all, in learning them the boy's mind is never striving to make out *truths*. It is solely occupied in moving words about; trying to say, in the words which dead gentlemen of two thousand years ago would have used, things in themselves of no moment or interest whatever. Surely, surely, no education is really good unless it sets boys seeking after truth, and teaches them to handle it."

People say, "Look at the result! what fine fellows we English are!" True; but not finer than our other advantages — our sturdy bread, our invigorating climate, our plentiful animal food, our manly habits, our wealth, our vast commerce, our freedom, our religion — would entitle us to expect. And, to say truth, in point of intelligence an English gentleman can rarely hold his own with a foreigner of the same rank. That *is* so, and not pleasant to think of." [Or an American either, which is also not pleasant to think of. If American life did not educate boys any better than American schools do, we should be at a bad pass; and American schools get the credit for much of the intelligence and capacity really exhibited by Americans, which should rightly be attributed to the educating influence of American life; which supplements, after a fashion, and unfortunately leads us to tolerate, the gross shortcomings of our schools.]

INTELLIGENCE.

PERSONAL.

PROF. E. P. HARRIS has returned from a six months' sojourn in Germany, and resumes his Laboratory duties at Amherst College.

PROF. EMERSON of the same College has been seriously ill at Northampton.

PROF. BURGESS, for two years Professor of history in Knox College, has accepted that chair in Amherst.

MR. WHITE, formerly principal of the Hadley High School, has been appointed instructor in Latin in the same College.

MR. CHICKERING, of the Springfield High School, has been appointed instructor in English in the same College.

MR. F. H. LOUD, of the class of '73, Amherst, takes a position in the College, as instructor in mathematics.

URIAH BELKAM, DD., has been elected Prof. of Logic, and Christian Evidences, in Bates College, Lewiston, Me.

HENRY CARMICHAEL, PH. D., has been elected to the chair of chemistry in Bowdoin College.

J. H. ADAMS, of Plainville, assistant in the High School in Orange, N. J., has been elected principal of the Lincoln ave. School in the same city.

J. E. MILLER, for two years principal of the South Hadley High School, has sailed for Bremen.

J. H. BENNETT succeeds him in South Hadley.

C. N. CLARK is appointed first assistant in the Hitchcock High School, Bromfield, Mass.

F. W. DAMON has returned to Honolulu, where he will teach.

W. V. W. DAVIS, of the last class, at Amherst, has been appointed tutor in Roberts College, Constantinople.

HENRY GIBBONS, of the same class, is appointed professor of Latin and Greek in the High School of Pittsburg, Pa.

L. B. HALL, of the same class, has gone to Leipsic, Prussia, to continue his studies.

A. N. HEAP is elected principal of the Amherst High School.

J. R. HOBBIE has gone to Cleveland, O., as teacher of Latin.

H. A. KING has been chosen assistant to the Rev. Charles Hammond, in the Monson Academy.

NELLIE G. FISHER, well known by the late graduates of the Normal School at Bridgewater, and of successful experience in Jamaica Plain, Eastern State Normal School in Maine, and the Dorchester High School, has married the U. S. consul, at Honolulu, and has sailed to make her home there.

PROF. JOHN H. LARRY'S name was misprinted in our last issue.

ELLA M. NOYES, of Abington, has gone out as principal of a seminary for Indian girls, among the Cherokee Indians, at a salary of $700. Miss Noyes is a graduate of Mount Holyoke Seminary.

PROF. HAMBLIN, of Waterville College, has accepted a position in the Scientific School at Harvard.

MASSACHUSETTS.

SPRINGFIELD. — We should have given Superintendent Stone's salary as $3,500 instead of $3,000.

Mr. H. B. Richardson, late instructor

in Amherst College, and who has just returned from Europe, has been appointed classical instructor in the High School. Mr. Chickering's place in the High School is filled by Mr. Charles F. Rice, a graduate of Wesleyan University at Middletown.

Miss Morse, late a teacher in the Hooker School, has become an instructor in the School of Observation at the Westfield Normal School. Miss Smith, late preceptress of Monson Academy, now occupies a position in the Hooker School. Miss Hubbard, late a teacher in the Brimfield High School, has been appointed one of the teachers in the Auburn Street School.

BOSTON. — John Jameson, late master of the Boylston School, is substituting for Mr. Haskell in the Dwight sub-mastership. Mr. H. is improving in health, and will, it is hoped, return in January fully recovered. —— H. H. Kimball, late sub-master in the Boylston, recently elected to a similar position in the Lincoln, is to have the maximum salary from the date of his appointment.

Hon. John D. Philbrick has returned from Vienna, and was warmly welcomed by the teachers of the Boston schools, who gave him an appropriate reception at the City Hall. We hope next month, to be able to give a more detailed account of the proceedings on this interesting occasion.

Adams School. — Miss Martha E. Webb, head assistant in this school, resigned June 10th, and was soon after married to S. N. Stockwell, Esq., of the "Boston Journal." —— Miss Louisa E. Harris, head assistant, resigned September 1st, after having served the city faithfully for a number of years. She will not engage actively in teaching, until after a season of rest. —— Miss Sarah M. Boyd, assistant, resigned Sept. 1, and is now pursuing her studies in Germany. —— Miss E. Frances Gardner, assistant, resigned September 1st, and has undertaken duties of a domestic nature, as pleasant, and doubtless as profitable as those required of the "profession." —— The above places have been filled by the promotion of Miss Ellen M. Robbins to the position of head assistant, and the transfer of Miss Mary A. Davis master's assistant in the Boylston School, to this school as head assistant. —— Miss Sarah A. McPhaill and Miss Lina H. Cook, graduates of the Boston Girls' High School, have been appointed assistants.

CHARLESTOWN. — Miss Goldthwait, of the Winthrop School, has resigned; Mrs. Sarah E. Smith has also resigned, and the board voted a complimentary gift of $100, in consideration of her faithful services during the thirty-six years she has taught in the Primary Schools of the city. —— Julia A. Worcester resigns her position in the Warren School. Mary E. Smith is elected teacher of a Primary School in District No. 3.

CAMBRIDGE. — The teachers of the city gave Mr. E. B. Hale, the retiring superintendent, a pleasing testimonial of their esteem and regard, accompanied with complimentary addresses, thanking him for his constant mindfulness of their wishes, and kind forbearance with their shortcomings, whereby the past five years have been marked by uninterrupted harmony. The present was a most elegant clock, costing upwards of $200. The children's testimonial was a choice bouquet. —— Mr. Hale has been employed by the committee to fill the duties of his office, one hour daily, until the appointment of his successor. —— The salary of the first female assistant in the High School has been increased $100, and the others $200 each. —— The following teachers have received appointments. Holmes School, Louisa P. Mathews, at a salary of $500; Washington Grammar School, Miss H. P. Nealey; Harvard Grammar School, Miss S. E. Dyer; each at a salary of $700. —— Sargent Primary School, Miss E. R.

Dixon; Dunther School, Sarah Cutter; each at a salary of $500. Miss H. J. Kelly is transferred to the Harvard School, and Mary L. Bullard to the Holmes School.

SOMERVILLE. — Miss Merritt, teacher of the Harvard Primary School, and Miss Willis of the Foster School have resigned. —— Hereafter teachers will receive no pay while absent from their duties. Teachers are to be allowed to retain pupils after school, provided it be not more than fifteen minutes. The afternoon session is to be reduced to two hours.

LYNN. — Lucy E. Hilliker is transferred to Sanborn Grammar School. Sadie T. Hilliker is transferred to the Third Primary. Miss Sarah J. Oliver is transferred from the Cobbet School to the Shepard School as principal's assistant. —— The committee are agitating the subject of appointing a teacher of penmanship, also of selecting a teacher of free hand drawing.

SALEM. — The committee have voted to allow the members of the senior class of the Normal School to visit any of the public Schools for the purpose of observation only, by presenting the teacher an introductory letter from Mr. Hagar; and for practice by obtaining the consent of the superintendent. The Analytic Speller was introduced, and Munroe's Readers discussed.

TAUNTON. — By mistake, the following was printed under the Cambridge items in our last: —

"Mary E. Allen has been appointed in High Street Primary, Abbie R. Dunbar and Alice W. MacDonald in Whittendon Primary, Hattie P. Macomber in the East Primary, Annie I. Waldron in the Myricksville School. Luthera H. Leach, assistant in the High School, was offered a position in Boston at $1,000 salary, but declined because of an increase in her salary to that amount here. Ellen F. Leach refused a similar offer of $850.

MANCHESTER. — The High School building was destroyed by fire a few weeks since, being doubtless the work of an incendiary. Nothing was saved. The building was occupied by several schools.

MAINE.

MATTIE S. CALL takes charge of the Houlton Academy.

L. D. HARDY accepts the Maysville Free High School.

HELEN M. GILKEY accepts the Caribou High School.

N. FESSENDEN takes charge of the High School at Fort Fairfield.

FREDERIC FULLER, A. B., has entered upon his duties as principal of the Presque Isle High School.

BOWDOIN COLLEGE has a Freshman class of eighty.

EDWARD LITTLE INSTITUTE, of Auburn, has been purchased by the city, and is to be made a high school.

E. P. PAYSON, of the Portland High School, has resigned and entered the profession of law.

EMMA S. EASTMAN, of Worcester, a graduate of Cornell, succeeds Mr. Payson.

VERMONT.

PROF. GEO. N. BOARDMAN of Chicago accepts the Presidency of Middlebury College, and has entered upon his duties.

MR. C. B. STETSON, of Boston, formerly of Lewiston, Me., has been employed to conduct the Institutes through the State. Mr. Stetson has long done this work in Maine, and is familiar with all its workings. We understand the Institutes have never given such general satisfaction as this year. The Superintendent, J. L. FRENCH, LL. D., is exerting himself to bring all the forces of the State into harmonious working, that the combined teaching force may place Vermont in the first rank, educationally.

CONNECTICUT.

E. B. COLLISTER, of the last class at Amherst, is elected principal of the New Bulkley High School for boys, in New London, with a salary of $1,500.

L. P. MERRIAM is elected teacher of penmanship and elocution in the Free Academy, Norwich, Ct.

RHODE ISLAND.

MISS M. A. BREWER, an experienced teacher from Southbridge, Mass., is elected Grammar School teacher in Cranston.

HATTIE WILLIS, of Norton, Mass., is appointed assistant in the High School, at Pawtucket.

F. B. KAUFMAN, late of Brown University, is elected as teacher in Wakefield, South Kingston.

SARAH GRANT, IDA BALCOM, NELLIE MARTIN, ELLA COREY, and GERTRUDE E. ARNOLD are elected teachers in Woonsocket.

D. Y. COMSTOCK, of the last class at Amherst, has been elected principal of the High School in Lonsdale, at a salary of $1,200.

OUR EXCHANGE.

THE "RHODE ISLAND SCHOOL-MASTER" is a most practical and readable Journal. Its leading article is always worth the subscription price, and it always pays to read it, from the hints it gives for the morrow's work. Hon. Mr. Bicknell, and T. B. Stockwell give their personal attention to it, and every teacher in the State has a personal pride in its success.

THE "MINNESOTA TEACHER" is edited and published by the original proprietor of the Maine Normal. Mr. Gage is making a very good journal. One feature — Common Ground — is worthy the consideration of all our journals. Is n't something of the kind needed?

The circulars of information of the Bureau of Education are very interesting and instructive. No. 3, 1873, now before us, contains more interesting facts relating to the colleges of New England, and the Middle States than can be found elsewhere without great labor. The different numbers will be found to contain a comprehensive and well digested statement of the educational facilities of the civilized world.

"IOWA SCHOOL JOURNAL," is, we think, too heavy for ordinary teachers to enjoy. It is more instructive than interesting.

THE "NEW YORK STATE JOURNAL," of Buffalo, has many departments well filled.

THE "NEBRASKA TEACHER," is valuable rather for its fidelity to local interests than as a general educational periodical.

THE "KANSAS EDUCATIONAL JOURNAL" is of the newspaper style, is almost as old as the State, and ably edited.

THE "CONNECTICUT SCHOOL JOURNAL" pleads for a "Home for Disabled Teachers." May we be delivered from any such movement. Pay the active teachers so that they may live like other people, and lay by something for the days of disability. In this day, when ministers are struggling to raise themselves from a condition in which they are regarded as objects of charity, let us not have teachers, as a class, placed upon the list of paupers. Above all, let every Teacher's Journal endeavor to raise the profession to the highest point of perfection and activity, instead of countenancing the idea of our being objects of charity. We earn our money, pay our bills, and lay by something, or we are unworthy a place in the ranks.

THE "AMERICAN EDUCATIONAL JOURNAL" in the September issue, had a most searching review of the National Teachers' Association. Mr. Schermerhorn evidently used the pen himself in the review, and few writers are more fearless and sharp. The October number con-

tains a capital article from THE MASS. TEACHER with due credit. Mr. S. evidently understands when to use the shears as well as pen.

THE "SCHOOL" is a Western journal of considerable merit, published at Ypsilanti.

"BOSTON JOURNAL OF CHEMISTRY" gives the most for the money (one dollar) of any paper on practical and theoretical science, in the country. We have read it from its commencement, and nothing else supplies its place.

"THE HOME MISSIONARY," issued monthly, by the American Board, at fifty cents a year, is always well freighted with statistics and valuable geographical facts concerning our own land, as is THE MISSIONARY HERALD with foreign helps for the teacher who desires to know more of the geography of the world.

"WATCHMAN AND REFLECTOR" is not only a consistent and uncompromising advocate of Orthodox idea, of Baptist coloring, but it is a most readable paper for all, and devotes a section each week to educational matters. It is encouraging to see that our church papers do not ignore any matters that are for the elevation and Christianizing of the people.

"TORONTO JOURNAL OF EDUCATION" for October presents a fine cut of the Bowditch Grammar School House, Boston. The Journal has few superiors in its arrangement and selection of subjects, but its mechanical execution is far from inviting, after glancing over the beautifully printed journals in the States.

"NEW YORK SCHOOL JOURNAL" is a *Weekly* paper, which would much better please us if the four numbers each month were condensed into one. We must say the same of the KANSAS WEEKLY JOURNAL.

"THE QUEBEC JOURNAL OF EDUCATION" is a *bi-monthly* journal which seems to us to go to the other extreme. It reads well, however, when it does come.

THE "AMHERST STUDENT" is a live college paper from which we glean many personals, and to which the alumni must ever turn with interest.

THE "ILLINOIS SCHOOLMASTER" has our thanks for republishing with due credit, one of our ablest articles of last month — "School Sessions" by A. C. Perkins, — and the complimentary editorial is duly appreciated.

THE "NEWTON REPUBLICAN" is a new paper, published in the interest of each village of that enterprising town. It is alive to the educational interests of the town.

"THOMPSON'S DRAWING TEACHER," a monthly paper, presenting lessons in drawing, graduated to practical teaching, comes to us from Sandusky, O. Teachers ought to see the first number, at least; there is nothing like keeping up with the times. This September number is its first issue.

BOOKS.

A LATIN GRADUAL. To accompany the author's Latin Grammar. By G. K. Bartholomew. Wilson, Hinkle & Co., Cincinnati and New York.

This work appears to be as good as any, and better than many, of its kind. We should think it would be very useful to a young and inexperienced teacher, who needs a good deal of advice and direction. The author has taken great pains to give minute instructions how to proceed in each lesson, and his method, if faithfully carried out, will undoubtedly be productive of good results. We like

the idea of giving, in each lesson, from the very beginning, a part of the "Story of Joseph" with interlinear translations The translation of these extracts will be a pleasant exercise for beginners, relieving the hard labor they are obliged to spend upon forms and rules, and at the same time keeping constantly in view the main end of their study, which is the rendering into their mother tongue thoughts that are expressed in the foreign language. It is to be hoped that no teacher will overlook the advice given in the preface to "require the student from the start, to render into *good English* what is first given literally and in the Latin order." In order to show the student what good English is, we would have put such translations of each passage, or at least of a good many passages before him, after the manner of Robertson, in his system of teaching French. Could anything be better for the pupil than to require him to use the language of his Bible in his good English translations?

The "Latin Gradual" is made to accompany the author's Latin Grammar which was noticed in the August number of the *Teacher*. We do not know that the "Latin Gradual" could be readily adapted to other grammars, but if it could be so adapted, the publishers might do a service to teachers who use Harkness's, or Allen and Greenough's, or Bullions's, by giving parallel references to those grammars.

A LEXICON TO XENOPHON'S ANABASIS, adapted to all the common editions. By Alpheus Crosby, Professor Emeritus of the Greek Language and Literature in Dartmouth College. For the use, both of beginners and of more advanced students. Published by Woolworth, Ainsworth, and Company, 1873.

One can hardly speak in terms of too strong disapprobation of the special lexicons, or, as they are more properly called, "vocabularies," which are commonly appended to the Greek and Latin authors read in preparation for College. They are almost without exception vicious in plan, and slovenly and inaccurate in execution. If a word is a derivative, though the fact may be indicated, the pupil will look in vain for any hint of the method or history of its formation. The primitive signification, which is often the key to many various and sometimes seemingly contradictory meanings, is pretty certain to be omitted, if the word does not happen to occur in the text in its "first intention." Finally, the absence of references to passages in which the different meanings of a word are illustrated, deprives the learner of one of the most valuable aids in acquiring the power of translating with facility. It is needless to say that the use of such "vocabularies" is a hindrance and an obstacle in classical study. We rejoice to think that Professor Crosby's Lexicon to the Anabasis will make such performances appear by comparison so glaringly defective that teachers will discard them to some extent, and that, at least, we shall be spared the production of any more. And this is not all; unless we are greatly mistaken, Professor Crosby's work will not only prove a kind of silent condemnation of carelessness and superficiality, but an incentive to painstaking, thorough, accurate scholarship.

It would be a very inadequate description of the plan of this work to say that it is free from conspicuous faults. It would be more just to say that it embraces almost every merit proper to such a work, and satisfies almost every reasonable demand. We are sure that those who have used Krüger's Lexicon to the Anabasis, or Theiss's, or Vollbrecht's will find Professor Crosby's more satisfactory in some important particulars. One feature, however, of Vollbrecht's lexicon we should have been glad to see incorporated into this: we mean the pictorial illustrations.

What omissions or inaccuracies there may be in the details, only a minute and extended examination would reveal; but we shall be surprised if many of either

are found. Some weeks ago we offered a reward to any member of a class of twenty boys, who were daily using the Lexicon, for the detection of any error, but none have yet been reported. We have ourselves noticed but one misprint, σκυφόρα for σκευοφόρα, and one omission, that of ἐπιζεύγνυμι.

In several careful readings of the Anabasis, we had written on the margin, what seemed the most appropriate meaning of perhaps twenty words, for which the fullest Greek-English lexicons give no satisfactory signification. Looking out these words in Crosby's Lexicon we found in every instance but one, the needed meaning. There could scarcely be a better evidence, to our own mind, of the extreme care bestowed upon the significations of the words.

We should have been glad to see Latin equivalents more frequently inserted, as well as more copious comparisons of Latin with Greek roots.

Why, for example, should not κάπρος be compared with *caper* as well as with *aper*? The Latin *magnus* hardly needs to be put beside μέγας; but not many learners would discover the kinship of *hiems* and χείμων.

But where one finds so much that he has no right to ask for, it is a little ungracious to complain that there is not more. W. C. C.

THE FIRST BOOK OF BOTANY. Designed to cultivate the observing powers of children. By Eliza A. Youmans. New York; D. Appleton & Co. 1872.

SECOND BOOK OF BOTANY. A practical guide to the observation and study of plants. By Eliza A. Youmans, etc., etc.

The superior claims of botany over other branches of natural science as an introduction to the systematic study of nature are beginning to be pretty generally recognized. If there be still any doubters on this point, we urge them to read Miss Youmans's essay on "The Educational Claims of Botany," which is printed as an appendix to the Second Book. This essay is a valuable addition to educational literature, and ought to be read by all teachers (shall we not say school committee men as well)? who would be up with the times on all matters connected with the education of the young. It is unnecessary for us to discuss these claims here. Miss Youmans, being dissatisfied with the manner in which the science has too often been taught, dissatisfied also with the text-books hitherto in use, has set herself the task of elaborating a method which shall aid both teacher and scholar to take hold of the study at the right end, and pursue it in the right way. If her system is rightly followed, the youngest pupil is doing the same kind of work with the oldest professor, observing, comparing, and generalizing.

We have been familiar with the First Book since its appearance, two or three years ago, and have not ceased to hold it in the highest esteem. It is one of those text-books that make it exceedingly difficult for the teacher to go wrong, however shiftless or indifferent he may be. Of course even here *memoriter* recitations are possible but hardly probable. If the student is required to fill out a schedule from his own observation of the parts of a leaf or flower, there is little chance that he will be harmed by memorizing the book. With his specimen before him to describe, he will go to his book to learn the technical terms, and to compare his specimen with the corresponding illustrations, and that is enough.

The Second Book is merely a continuation of the First, the pupil being led deeper into the science by the same methods as before. This is supposed to be accompanied by a series of colored charts, which are a revised edition of "Henslow's Botanical Diagrams." These are six in number. They will be a great help to the instructor.

Admirable as these books are, in conception and execution, it does seem as if two books were too many to require pupils to buy and use before they are allowed to have any practice in referring

such plants as they examine to their proper places in the natural system. Exercises in classification, and very useful ones too, are given, and a few of the natural orders are described, it is true; but there seems to be a studied avoidance of the technical names of plants. Say what you will about "the shallow pedantry of giving them their technical names," (Intro. p. 2) it *is* a satisfaction to know the names, technical or common, of the plants one is studying. So long as you are dealing with the common plants of the field or garden, the names of which are household words, technical names are unimportant. But even with these we should begin the grouping into genera and orders as fast as the necessary resemblances can be observed; and then, in our opinion, ordinal and generic names should be learned. The evil that arises from coming too soon to the "analysis" of plants — that is, finding out by means of an artificial key, the name of the specimen in hand — we take o be this, that the name is too apt to be regarded as the chief or only *desideratum*, and this point reached, often from a very superficial study of the plant, the name is recorded, the specimen put aside, and another taken in hand. The plant is examined and "analyzed" merely for its name; its specific and generic characteristics may be immediately forgotten. This is certainly a mistake, but the teacher and not the book is to blame for it. We confess to have ourselves fallen into the error, but we strove to correct it, not by condemning the text-book, but by amending our method of teaching, and we feel no little pride in having partially anticipated the method of Miss Youmans; and while acknowledging our indebtedness to her for many valuable hints, and most earnestly recommending her plan, we cannot go with her in her wholesale condemnation of "the text-books of Botany hitherto in use." There is one book, at least, which has done incalculable service to the cause. It need not be named here.

Our intention, however, is not so much to criticise the books we have in review as to give our readers an idea of what they are. Perhaps we have already indicated sufficiently well what Miss Youmans's method is in general. Numerous forms of schedules for the description of specimens are provided, and these alone make it a desirable, almost a necessary book for teachers to have by them, whatever text-book their classes are obliged to use. In short no teacher can afford to be without it. Another valuable feature of the Second Book is the glossaries which give not only the meanings but the derivations of all the technical terms. If the accent of each word were indicated, as it is in the general glossary at the end, it would be an improvement. Some terms are omitted from the latter, whether by accident or design we do not know. Among the many good things that are said, by the way, we would call attention to the footnote on page 68. Somebody has said "Whenever you see a footnote you may be sure that the author has something very particular to say. It is probably the most important thing on the page." Some teachers ought to read this note before beginning the First Book.

WHITE ROSE AND RED. A Love Story. By the Author of St Abe. Published by James R. Osgood & Co.

Every one will be interested in reading this book. It contains poetry, if not of the highest order. There are many Eureka Harts in our Drowsietowns, and the character — if he had any — is well drawn. Red Rose, the Indian maid who is the heroine of the story — there is no hero, but a "glorious animal" — is thus described by the author: —

"She was a shapely creature, — tall,
And slightly formed, but plump withal—
Shapely as deers are — finely fair,
As creatures nourished by warm air
And luscious fruits that interfuse
Something of their own glorious hues,
And the rich odor that perfumes them,
Into the body that consumes them.
She had drank richness thro' and thro,'
As the great flowers drink light and dew;
And she had caught from wandering streams,
Their restless motion; and strange gleams
From snakes and flowers that glowed around,
Had stolen into her blood, and found
Warmth, peace, and silence; and, in brief,
Her looks were bright beyond belief
To those who meet in the green ways,
The rum-wrecked squaws of later days."

The poetry is highly sensuous; a little too nearly sensual in one or two instances, but it contains many passages of marked beauty.

OLD PORT DAYS. By Thomas Wentworth Higginson. Illustrations, from views taken in Newport, R. I. Published by Jas. R. Osgood & Co.

Most visitors at this celebrated watering-place will be likely to see much more there, after reading this book, than they have ever seen before. It furnishes a fine illustration of what Lamb said of the characters belonging to the South Sea house — they were men in whom "common things appeared uncommon." Everything, however common, is invested with interest by the genius of the author. Many of the essays are connected with Newport by a slender thread, just enough to

give a certain unity to the book which is one of the most charming and artistic works, even of Col. Higginson.

AFTERMATH. By H. W. Longfellow. Pub. by James R. Osgood & Co.

The last instalment of the "Tales of a Wayside Inn," to which the author modestly gives this title, comparing it to the "rowen" or second crop, — as lacking the freshness and sweetness of the first; and containing, among other weeds, a sprinkling of the sleep-provoking poppy. We doubt, however, if any "culler of simples" has been able to find the somnolent plant in his gleanings; and if the earlier poems of the author have more freshness, — which we doubt, — it is certainly compensated by the juicy ripeness of this "Aftermath."

THESAURUS OF ENGLISH WORDS AND PHRASES; so classified and arranged as to facilitate the expression of ideas and assist in Literary Composition. By Peter Mark Roget. Revised and edited, with a list of foreign words defined in English, and other additions. By Barnas Sears, D.D. L.L. D., etc. New American, from last London edition, with additions and improvements. Pub. by Gould & Lincoln.

Probably most of our readers know something of this work. The object aimed at is exactly the converse of that of the Dictionary. The word being given, it is the province of the dictionary to find its signification, or the idea it is intended to convey. The idea being given, this work furnishes the word or words by which that idea is most fitly and aptly expressed. It is a book involving a great amount of labor, and the ripest and fullest scholarship. Every one acquainted with Dr. Sears will say, at once, that he is just the man to meet these requirements. It will be found to be a desideratum in the library of every scholar, and one need not wait for another book of the kind. The labor involved, and the excellence of this work will leave it without a rival.

A MANUAL OF MORAL PHILOSOPHY, Designed for Colleges and High Schools. By Andrew Peabody, DD. LL. D. Published by A. S. Barnes & Co.

This book, "prepared particularly for the use of the Freshman class in Harvard College," will be found, we think, equally valuable in our High Schools. Dr. Peabody's thorough acquaintance with the subject enables him to arrange and develop it in such a manner as to make it clear to those who have not had much training in abstract discussions. A glance at the table of contents will show how distinctly the whole field is mapped out in the Dr's. mind, and a perusal of the several chapters gives one the impression of philosophy translated into the language of common-sense.

Even the abstruse question of free agency and God's foreknowledge is illustrated in such a manner as to show that the denial of free agency is attended with more difficulties than its acceptance. We can conceive of no more useful exercise for the young men who come under the Dr's. instructions, nor one better adapted to give them some settled principles of action than their recitation in moral philosophy.

ELEMENTS OF PHYSICAL MANIPULATION. By Edward C. Pickering. Published by Hurd & Houghton.

No greater recommendation of the Massachusetts Institute of Technology could have been furnished than "The Elements of Physical Manipulation" by Prof. Pickering. It is an evidence of the progress which has been made in the art of teaching science during the past few years.

Instead of depending solely upon lectures and the study of the principles of science as discovered and illustrated by others, the student is required to perform the experiments, and make the investigations for himself, thereby acquiring a degree of accuracy in his knowledge and a skill in the manipulation of apparatus attainable in no other way.

Those who favor the laboratory system of teaching physics will find supplied in this work a want never supplied before. A large number of experiments in Mechanics, Sound, and Light are here suggested, accompanied by a minute description of the apparatus required. This apparatus is of the simplest character, consistent with the successful illustration of the principle concerned, and such as any person of moderate means or any school scantily endowed, can furnish.

Any one must be behind the times who does not admit that the methods of study here inculcated and exemplified are in advance of those, which, until lately have prevailed in our advanced schools and our colleges. We cordially recommend this work to our fellow-teachers, believing

that they will find in it valuable suggestions in regard to physical manipulations, and to students of science, generally. No one who works through the experiments described in this book can fail to obtain a mastery of practical knowledge, and a confidence in his powers and attainments, which he can acquire by no amount of reading only.

THE FAIR GOD; OR THE LAST OF THE TZINS. A tale of the Conquest of Mexico. By L. W. Wallace. Published by James R. Osgood & Co.

We believe it was Ogden Hoffman, who, at a public dinner given to Washington Irving, after his return from Europe, wishing to pay him the highest compliment possible, made an ironical argument to show that Diedrich Knickerbocker's New York, could not have been written by him.

The Dutch character was so truthfully portrayed, and the habits and customs gave such a picture of the times as could be done only by a Dutchman, and a contemporary; such was the argument.

The author of the "Fair God," has informed us that though he took the liberty of attributing his work to Don Fernando De Alva, the Tezcucan, it is not, in fact, a translation, but his own handiwork.

We think an ingenious man might deny his authorship of the "Fair God," on the same grounds, and make quite as plausible an argument, at least, to sustain his position.

To re-create an extinct civilization, from such materials as he could find, to give it the consistency and vividness which make it real, — at least while we are reading it, — is what Gen. Wallace has done. It is a remarkable book.

BOOKS RECEIVED.

SEX IN EDUCATION; OR A FAIR CHANCE FOR THE GIRLS. By Edward H. Clarke, M. D. Published by James R. Osgood & Co.

DOING HIS BEST. By I. T. Trowbridge. With Illustrations. Published by Jas. R. Osgood & Co.

FIRST STEPS IN MUSIC; For the use of Public Schools. By George B. Loomis. Published by Ivison, Blakeman, Taylor & Co.

LITERARY & SOCIAL JUDGMENTS. By W. R. Gregg. Published by James R. Osgood & Co.

NORMANDY PICTURESQUE. By Henry Blackburn. With Numerous Illustrations. Published by James R. Osgood & Co.

THE STORY OF GOETHE'S LIFE. By Geo. Henry Lewes. (Abridged from his "Life and Works of Goethe.") Published by James R. Osgood & Co.

AMERICAN EDUCATIONAL READER, No. 5. Ivison, Blakeman, Taylor & Co.

SURVEYING AND NAVIGATION, WITH A PRELIMINARY TREATISE ON TRIGONOMETRY AND MENSURATION. By A. Schuyler, M. A. Published by Wilson, Hinkle & Co.

A TREATISE ON ANALYTICAL GEOMETRY. With Applications to Lines and Surfaces of the First and Second orders. By William G. Peck, LL.D. Published by A. S. Barnes & Co.

KINDERGARTEN CULTURE. For the use of Mothers and Teachers. By W. N. Hailman, A. M. Wilson, Hinkle & Co.

EDUCATION ABROAD AND OTHER PAPERS. By Birdsey Grant Nothrop, LL. D. Secretary of Connecticut Board of Education. Published by A. S. Barnes & Co.

THE Publishers of the "INTERNATIONAL REVIEW" are glad to announce a change hitherto deemed only a possibility of the future. Articles in hand, arrangements with the most eminent European and American writers, with the promise of the Magazine, fully warrant them in issuing it SIX TIMES A YEAR. It is thus removed from the old type of Quarterlies, and from its beginning adapted to the vigor and spirit of the times. The first number, bearing date January, 1874, will appear about the first of next December. A. S. Barnes & Co., Publishers, 111 and 113 William Street, New York.

We have just received a copy of an Analysis of the Constitution of the United States, which is one of the most complete things of the kind we have ever seen. It is in chart form, and is so arranged that the whole is comprehended in one view. As a knowledge of the constitution is becoming an absolute necessity to the teacher, we heartily recommend this work as one that will be of invaluable aid to him. Address the author, Prof. John M. Coyner, A.M., PH.D., Indianapolis, Indiana.

We wish to call attention to the "National School Festival," in our advertising columns, which will be found to contain interesting matter for almost all public occasions, whether of secular or Sunday Schools.

THE

MASSACHUSETTS TEACHER.

[F. A. HILL, Editor for December.]

VOL. XXVI. DECEMBER, 1873. No. 12.

EDUCATION AT THE VIENNA EXPOSITION.

BY JOHN D. PHILBRICK,

Superintendent Boston Public Schools.

THIS topic is, perhaps, too large for the limits of a single paper in the "Teacher," but I will try to jot down a few notes about it. I wish first to say a word of the Universal Exposition as a whole, especially in answer to the question which has been asked me many times a day, "Was it a success?" And the answer to be given to this question depends upon what is meant by success. If the Exposition is looked upon as a scheme of the Austrian Government to increase its revenues for 1873, I suppose it will have to be reckoned as a dead failure. Its cost far exceeded the original estimates and its running expenses were enormous, while the fear of cholera and the extortion of the hotel-keepers probably deterred millions of visitors from coming to the great show. But in whatever other light it is looked upon, it seems to me it must be pronounced a triumphant success. It was indeed a world in miniature. There, under those vast, palatial roofs were assembled the most characteristic products of all lands and all peoples: from the forests and the mines, from the fields and plantations of every clime, from the flocks and herds and the wild beasts, from the depths of the sea, from the birds of the air; every textile fabric that loom can produce; pottery, china, and glass in all the exquisite forms and hues that ingenuity has devised; metal work of

every species, from the delicate ear-ring to the huge anchor and ponderous engine, — every implement, weapon, or machine whether for peace or war. This vast museum of industrial art was supplemented by immense galleries devoted to the fine arts, and filled with the best productions of living artists.

But no such meagre enumeration as this of the contents of the Exhibition can convey anything more than the faintest conception of its extent, variety, beauty, and wealth, or of its value as a university for the study of all mankind as pupils. It has been not inaptly called a competitive examination of all nations, where the rank of each, in respect to its progress in useful and ornamental arts, was to be judged. It is obvious that nothing could be more useful than such a comparison for stimulating future progress in civilization. For one, I confess I am an advocate of universal expositions, and I am glad we are to have one in America, and that it is to take place on the centennial anniversary of our National Independence, at Philadelphia. There and then I trust we shall more than regain whatever credit we may be thought to have lost at Vienna.

The Paris Exposition of 1867 was the first that contained an educational department, and to Napoleon III belongs the credit of having suggested it; and, in view of the great interest which attended this experiment, Baron Schwartz, a most enlightened and liberal-minded man, determined, not only to follow the example of Napoleon in this respect, but to make Group 26, the designation of the educational department, a conspicuous feature of the Vienna Exposition. He was particularly anxious to procure a complete exhibition of American education, as he had acquired an exaggerated notion of the excellence of our school systems from a semi-official book on the subject, by M. Hippeau, of France. The result at Vienna showed an immense improvement on the educational group at Paris. Nearly every European government, except that of Great Britian, made liberal provision for the proper presentation of the means, appliances, and results of their educational systems, designating their most distinguished educators to serve on the International Jury for Group 26, and defraying their expenses.

In taking a general view of Group 26, it was obvious that to

Austria belonged the first rank, both for extent and excellence, as well as for orderly arrangement; the States of the German Empire came next and at slight distance, its collections being displayed in a palatial pavilion erected for the purpose by the Imperial Government. Then followed France and Switzerland with fine shows. Russia, Sweden, Holland, Spain, Portugal, Italy, Hungary, British India, Roumania, and Brazil contributed valuable and interesting collections. America stood perhaps better comparatively in this group than in any other, with the possible exception of that which comprised machinery.

But such generalities as these probably have not much interest for the great mass of the readers of the "Teacher"; they would prefer, probably, some definite and practical particulars, not caring much for a formal essay on the subject. I will therefore endeavor to select a few such items from the great mass of materials, as they lie before my mind's eye when turned to the educational courts as they appeared last July.

The National school-houses were the first objects of interest, of which there were four, the Swedish, Austrian, Portuguese, and American. The Swedish edifice was truly a thing of beauty; it was entered for a prize, not as a school-house, but as a specimen of carpentry, — a trade in which, perhaps, the Swedes have no superiors. It was designed as a model rural school-room, and a dwelling under the same roof for the family of the teacher, and it is difficult to see how it could be improved, either as to respect to workmanship or design. The natural beauty of the wood, an admirable pine, was nowhere covered up by paint. I procured plans and views of this structure, and of the Austrian school-house, for insertion in my report to the Legislature. I wish I could convey to my readers an idea of the completeness and perfection of the fittings, apparatus, and appliances with which the Swedish school-room was supplied. They were the admiration of every spectator; they were observed and studied by school-men with intense interest; often I went and took my seat in the teacher's chair to enjoy the charming spectacle; and as Bishop Fraser said of one of our own schools, I often wished that by some magic power I could put this exquisite edifice, with its precious contents, under a glass case, and transport it to our shores, for the inspection of

every lover of the common school. But what were those contents? The list would be too long for this article, and yet there was no crowded appearance. There were blackboards of the most perfect pattern and material; there were the best maps, mounted in the best way for beauty, use, and durability; there were charts for history, charts for reading, tablets illustrating natural history, beautiful cases filled with sets of specimens for teaching natural history, physical apparatus, herbariums, globes and geometrical forms, an ingenious reckoning machine, boys' muskets and uniforms for military drill; and in a small side-room an admirable folks' library for the inhabitants of the school district. The furniture for pupils consisted of single desks and seats made wholly of wood, the idea of which was carried from the Quincy School in Boston, to Sweden, more than twenty years ago, by Silgistrom, a distinguished educator, who wrote an admirable book on American education.

The Austrian school-house was erected under the direction and at the expense of an association of gentlemen formed for the purpose. It was a substantial, comely structure, two stories high, built of brick and covered with mastic. On the lower floor was the dwelling for the schoolmaster, and a good-sized room containing a great variety of illustrative apparatus, such as weights and measures, sets of specimens of natural history, beautifully arranged, and miniature models of mechanical and agricultural utensils. Here, also, was a small room furnished with three or four desks for the occupancy of pupils who might be sent from the school-room for misconduct. On the second floor was the well-proportioned school-room, furnished with double desks, which, with all the other internal wood-work, were stained with a color resembling black walnut, yet so as to leave visible, to a certain extent, the grain of the wood, thus producing a very pleasing effect. Foot-rests were provided for the pupils, an improvement which I observed also in the newer school-houses in the various German cities. Besides excellent wardrobes, there was adjacent to the school-room a commodious apartment for the use of the girls while engaged with their needle-work.

Near the school-house was a one-story building, seventy or eighty feet long, one end of which was divided into apartments

for the schoolmaster's cow, pig, and poultry, and for storing fuel; the other end was devoted to a gymnasium for use in the winter season and during inclement weather, and for a boys' workshop, which was supplied with a variety of tools for different kinds of woodwork. Near this building was an apiary furnished with several hives of "busy bees," which were probably intended as an appropriate example of industry for the pupils, and at the same time as a means of increasing the revenue of the schoolmaster. Various appropriate mottoes were handsomely inscribed both upon the outside and inside of the school-house and gymnasium. The grounds about the building, comprising perhaps half an acre, were handsomely laid out, the part in front of the gymnasium being appropriated to gymnastic exercises and play, while the rest was mostly devoted to the purposes of a miniature botanical garden and experimental farm and forestry. The ruling idea in designing this establishment was to show how to combine good taste and convenience with the strictest *economy* in building a rural school-house; and from this point of view it was certainly a marvellous success, and well deserving of a high honor.

The Portuguese school-house was very different from those described, and not at all equal to them; and yet it was highly creditable to the Portuguese nation.

In the American school-house our country gained no laurels; there was not the first sign of anything which could be called taste about it either within or without. A German pedagogist on inspecting it would not be long in concluding that the edifice with its fittings and furnishings was the product of minds which had not yet quite exhausted the whole subject of education. When the job was finished by the contractor and turned over to the commissioner, he felt at once that he had an elephant on his hands. It would be assumed of course by visitors that it was the embodiment of the American idea of a model school-house. This would never do while such a thing as the admirable Swedish school-house stood within a few rods. What was to be done? After much puzzlement, it was finally decided to put up a sign to tell all the world that this was not the best thing we could do in the way of building a school-house. But how should the announcement be worded? Here was a problem to exercise Yankee inge-

nuity. Finally it was determined to christen it the "*American* RURAL *School-house.*" So the important information was posted over the door on a tablet, which looked as if it had been gotten up by robbing some American school-house of the most rural type of its oblong wooden blackboard, and chalking upon it in Roman capitals the important words.

In external appearance it had a general resemblance to some of the district school-houses of a somewhat modern date which one might find in some of the most educationally backward country-towns of Massachusetts. It was clapboarded and painted a light gray color. It contained a school-room, a smaller apartment, and two entries. To its credit it should be said that the school-room was of fair size and proportion; and I believe this is the only thing that can be said with truth in its favor. It was badly lighted, having windows on the three sides instead of one, or at most two; the windows were absurdly narrow; to show that we Americans do not forget ventilation, two very diminutive iron ventilation registers were placed in the wall, one at the top and the other at the bottom, which reminded me of a rural school-house in a New-England State of which I knew, the ventilation of which was attempted by means of an inch-and-half lead pipe, leading from the ceiling to the roof. These registers opened into *no ventiduct*, although there was a dummy ventilating cap on the ridge-pole of the building. The walls and ceiling were covered with canvas instead of plaster, and this was papered with a somewhat showy wall paper; portions of this paper on the wall being painted black to represent blackboards. Some maps and charts were hung on the walls without regard to system or completeness, and some miscellaneous school-books were scattered about on the table and desks. The platform was covered with a Brussels carpet which was not remarkably congruous with the notion of a rural school. The rest of the description of this school-room would consist mainly of an enumeration of the desirable things which it did not contain. Owing to its favorable location and the remarkable sign over the door, it naturally had many visitors, but it is doubtful whether it will be much copied either at home or abroad.

In passing through the educational courts of different coun-

tries the American visitor would, I think, be struck with the varied and profuse display of the cunning work of school-girls' hands. If he should go into one of the rooms of the Swiss department he would find huge portfolios, to the leaves of which were attached in a tasteful manner a great number of useful and ornamental articles of needle-work, made by school-girls; and this was but a type of what might everywhere be seen. I neither saw nor heard of a girls' school in Europe where the education of the hands was not carried on in connection with the education of the brains. In the most famous High School for girls in Berlin, I saw in the school-room occupied by the highest class a large table for cutting out work, and an American sewing-machine. In respect to this branch of practical education, it seems to me that American educators might learn a profitable lesson from the example of Europe.

In the matter of school furniture, I think America may justly claim the pre-eminence. The twelve single desks and chairs in oak, representing all sizes, from that of the lowest Primary to that of the Normal School, from the establishment of Joseph L. Ross in Boston, which were symmetrically arranged in the alcove appropriated to the Boston collective educational exhibition, were the admiration of every observer, and their number was millions. It was no doubt the best furniture yet produced in the world, and yet it was taken out of the shop just as it was made for sale to customers in the ordinary way. All this furniture was disposed of in specimens to be placed in industrial and educational museums in different parts of Europe. When I told European educators that this was a sample of the furniture provided for the use of every pupil in Boston, they were greatly astonished, and often remarked that it was an evidence of the inexhaustible wealth of America.

The city of Washington contributed a real gem to the American department, in the shape of the beautiful fac-simile model of the noble Franklin Grammar School-house in that city, at the expense of at least a thousand dollars. The city of New York sent a very creditable collective exhibition, comprising several cases of text-books and drawings, reports, volumes of scholars' work, statistical charts, and stereoscopic views of the interior of

school-rooms. The latter were very fine, and attracted much attention. Chicago, Cincinnati, Cleveland, Springfield, Ill., and some other Western cities sent very elaborately prepared specimens of scholars' work in numerous large volumes, richly bound in full russia; but unfortunately they received no credit for these in the way of prizes, as the International Jury found it impossible to examine and determine the relative merit of scholars' work from elementary schools, so great was the mass of it sent from different countries.

The exhibition of appliances for instruction in geography was very interesting and valuable. From Switzerland and Germany there were very fine relief maps and globes. The atlases produced in Germany are vastly superior to any yet published in America, and are at the same time extremely cheap. There were individual wall maps in the German department of great excellence and beauty; but there was no whole set so extensive or so good as Guyot's largest series, which adorned the walls of the American court.

The government of Würtemberg recently appointed Professor Bopp, a distinguished professor in the Polytechnic school in Stuttgart, to systematize the study of physical science in the elementary and secondary schools of that kingdom. A set of physical apparatus devised by him for the use of elementary schools was on exhibition, and attracted much attention on account of its simplicity and cheapness. But there was no set of philosophical apparatus for the use of common schools that could bear a comparison either in respect to excellence or completeness with that of the Messrs. H. B. and W. O. Chamberlain, which was comprised in the Boston collection.

The limits prescribed for this article will permit me even to mention only a few of the interesting features of the exhibition, but I must not omit that of drawing, which was eminently conspicuous. In this branch the American court was sadly deficient, — in fact, absolutely nowhere in the competition. I wish American teachers could see the large portfolios of splendid drawings sent from the elementary schools in Paris, containing admirable specimens on a large scale of free-hand outline and shading, and of geometrical, machine, and architectural drawing.

The productions from the Real Schools of Vienna alone were enough to constitute a splendid exhibition. A mere glance at the extensive and meritorious contributions furnished from the numerous polytechnic, bau-gewerbe, and industrial art schools of Germany, Austria, and Switzerland afforded abundant evidence that industrial art education had made great progress in these countries. As yet America has done but little in this direction, indeed scarcely the first step has been taken.

The Jury very justly awarded the Grand Diploma of Honor to the National Bureau of Education at Washington; and General Eaton, the able and devoted United States Commissioner of Education, deserves the chief credit for whatever of success attended our American educational exhibition at Vienna, while he is in no degree responsible for the imperfections of the American school-house.

The Grand Diploma was granted to the State of Massachusetts in view of the evidence of what was done and is doing here for education as presented in the complete sets of State and municipal reports contributed to the exhibition. The same honor was unanimously and cheerfully granted to Boston. If the effect of these honors shall cause us to relax our efforts for the continued improvement of our schools, they will prove an injury rather than a benefit.

A CRITICISM.

When Dr. Holmes, the prince of satirists, called Boston "the hub of the universe," he gave expression to an idea which, though perhaps unacknowledged, readily found a response in the hearts of Bostonians. No one can deny that the people of Boston are proud of their city. Nor, it must be conceded, is the feeling without foundation. In business enterprise she knows no rival; the lines of elegant buildings rapidly approaching completion in the Burnt District show what the tact and ability of her merchants can do even when their resources are crippled; and the medals assigned at the Vienna Exposition bear witness to the nations that she holds an honorable place among the cities of the world.

With ready and noble generosity she responds to calls of distress from East and West; so that we may say she is the headquarters of charity for the world. In every department she aims to be a leader; and within her ample limits she gathers whatever may add to the graces of polite society or the charms of a literary career.

But it is chiefly of her public school system that Boston is proud. No pains, no expense is spared that her children and youth may obtain a good education. Not only those branches which our fathers considered essential are taught to each of her children, but music and drawing, once regarded as accomplishments, are now found in the curriculum of every public school in the city. Her school-buildings are large and costly, and their appointments are limited by no mercenary counting of dollars. Her citizens are ready to pour out their money like water that their crowning glory, the public schools, may keep the high rank they have deservedly attained. How Boston regards her public schools is shown by the fact that strangers and royal magnates enjoying her hospitality are taken to visit them.

Since all these excellences are conceded, one may with better grace call attention to a defect existing in the Girls' High School, the highest eminence in the mountain-range of learning which girls, by the free gift of the city, can attain. Munificently as Boston has provided for the education of her sons, she has thus far failed to meet the demands of her daughters for a higher education. Many girls to-day are turning longing eyes to the college doors, and they have a right, equally with their brothers, to be fitted at the public expense for these higher institutions; but the startling fact remains that in Boston (with the exception, perhaps, of some of the recently annexed districts) no girl can be fitted for college at the public school. To-day, while hundreds of young men are fitting for college in the Latin School, those girls who would gladly share their studies are debarred the privilege; and the few whom circumstances have rendered independent of the public schools for their education, are studying Greek in private schools.

From the last Quarterly Report of the Committee of the Girls' High School, it appears that the amount of Latin there taught is

insufficient to fit a pupil for college, and that the Greek language is not even recognized; yet this same report opens with the remark that "the school is in a satisfactory condition, so far as the course of instruction is concerned." Can it be that all concerned are *satisfied*, when girls are obliged to go to expensive private schools to learn what is freely offered to their brothers?

Just here it will be pertinent to consider the boasted superiority of Boston schools to suburban schools. In the matter now under discussion the superiority will at once be seen to be in the suburban institutions. In one High School near Boston, for several years there has been no class in Greek composed exclusively of boys; and the girls of these classes not only study Greek, but take the full course preparatory to college, and graduate with honor. The experiment in this school has demonstrated the ability of the girls to do this work; they are usually found to lead in their respective classes. Nor is the school thus referred to a solitary example. In every direction from Boston the High Schools of the neighboring towns recognize the need of the higher education for girls, of which so much is said at the present time, and offer to all their pupils, without distinction of sex, the opportunity to pursue those studies, the knowledge of which shall yet prove to girls, as it has already proved to boys, the "open sesame" to unbar the college doors.

It may be objected that in towns where the sexes are taught in separate schools, as in Boston, it would involve great additional expense to supply, in the girls' schools, teachers competent to fit pupils for college. If money, which is so lavishly expended for exhibitions, school festivals, and the like, cannot be raised for this nobler object, what a powerful argument do we have in favor of coeducation!

Another objection to fitting girls for college may be urged: it may be said that, while Harvard College persistently refuses to admit young women to its privileges, and many other colleges of less note follow the example thus set, it is not worth while to try the experiment. Yet facts are stubborn things; and the facts remain, that girls, unable to go to college where they would, will and do go where they can; that many colleges have already thrown to the winds distinctions of sex, as well as of color; that

OBJECTIVE TEACHING.

WHAT is objective teaching? Ideas are most clearly communicated by the use of illustrations. We shall therefore use the necessary illustrations to answer this inquiry.

FIRST ILLUSTRATION. *Teacher*, having taught the pupil to distinguish and name the *forms* as wholes, selects one, and presents it to the pupil. What is this form? *Pupil.* A cube.

T. Let us learn the names of the parts of this form. Teacher passes his hand over the surface and asks, What is the whole of the outside of the form called? *P.* Its surface.

T. What will you call this part of the surface now facing you? *P.* A face.

T. Right. Turning another face to the front. What is this part? *P.* A face.

T. Passing his finger along the junction of two faces. What is this part called? *P.* The edge.

T. Right. Pointing to the junction of three edges, what is this part called? *P.* A corner.

T. Right. It is also called an angle. Are there any other parts? *P.* Not any.

T. What are the parts of the cube? *P.* Faces, edges, and corners or angles.

T. We will now learn the *number* and *relative position* of these parts. Placing the cube on the table, where is the face against the table with respect to the top face? *P.* Below it.

T. Where is the top face? *P.* Above the one on the table.

T. Where are the other faces of the cube? *P.* On its sides.

T. What word means belonging or relating to the sides of anything? No answer. The word is *lateral.* What are these faces on the sides of the cube? *P.* Lateral faces.

T. Tell the number and position of the faces. *P.* One below, one above, four lateral faces.

T. Now count and tell the number of edges in the same order. *P.* Four below, four above, and four lateral edges.

T. Count and tell the number of corners or angles. *P.* Four below and four above.

seen their successes and their failures, and known or conjectured the causes; and his thorough education and extensive and thoughtful reading, with his wide and varied experience, had richly qualified him to teach and superintend teaching in every department. It was no presumption which led him to call the institution he was establishing the NEW ENGLAND NORMAL INSTITUTE. How is it to be regretted that an institution so planned, and to be so conducted, to be established in the most beautiful town in New England, should have been allowed to fail.

His views in regard to important points in the work of teaching, are best learnt from himself, from his Address at the opening of the Institute. ~~Read what~~ He says of a cause for the advancement of which he had done as much certainly as any other individual:—

"The slightest survey of 'the steps of New England's advancement' is sufficient to show that the particular direction which the great current of intellectual progress is, at present, taking, in this favored region, is that of *a more extensive and a more effectual course of professional preparation, for those who present themselves as candidates for the arduous office of instruction.* On this point, the intellectual, the moral, and the political strength of our whole community of New-England States, and, indeed, to a great extent, of our national Union, is at present bearing with a centripetal force at once conservative and impelling.

"We wish to offer, also, to our students who may aim at places as instructors in the higher seats of learning, a wider range of intellectual culture than the State can be justly expected to furnish to those who are candidates for the charge, only, of our common and high schools. We wish, moreover, to meet the wants of individuals who possess, perhaps, the advantages of a superior education, and who are desirous of entering the field of useful labor, as teachers, but whose circumstances are not met by the arrangements proper to our State Normal Schools."

"The adequate training of teachers for *private* schools, even of an elementary character, will require the addition of instruction in branches not demanded by State legislation.

"The instructors, too, of schools of a more elevated character, as to extent of teaching, and particularly of schools in which

the teacher is at liberty to mould or modify the character of his school, according to the views of his own mind, — these require all the advantages arising from *such an extent of preparation in various subjects, as shall best serve to furnish adequate means of giving direction and distinctive tone to the professional labors of the individual.*"

"It is our earnest desire, while we leave unsatisfied no immediate want of the teacher's vocation, to afford a wide and elevated scope to all minds which take an interest in the ceaseless enlargement of the sphere of education, and the progressive advancement of the art of teaching."

"We propose to render our humble tribute of aid to the grand meliorating movement by which the field of education has been so enlarged, as to embrace not merely the understanding and the memory, but *the conscience, the imagination, the taste, the heart, and the will, as the great sources of character.* We wish to aid in furnishing activity, also, and skill to *the eye* and to *the hand*, as well as to the *voice.*"

"Our endeavors to mould the mental character will be founded on the principle, that *all true intellectual progress is a growth and a life.* Our prevalent school regimen does not train the mind to the freest, fullest, strongest exercise of its own powers, — generously trusting to its ability, thence derived, to apply itself to details. The teacher insists on details as the prime objects of acquisition, from the very first, and thus dwarfs and distorts, too often, by premature and unseasonable effort, the whole intellectual character."

"In school exercises, there has been a neglect of proper training to habits of orderly exactness, of personal neatness, of systematic action, of thorough-going instruction, of attention to details, of the practical application of principles, — in one word, of true teaching and true learning."

In the following passage, we find him, twenty years ago, insisting upon elementary principles of instruction in the earliest education which are just coming prominently forward.

"Previous to a course of discipline on arbitrary geometrical forms, like those of *letters*, the infant mind should have been first trained on the natural forms of life, in *plant* and *animal* around

it, by being furnished with a due number and variety of these, for *observation* and *classification* and *description*, individually, and in interesting and instructive groups. A long course of silent, but most effectual, as well as pleasing cultivation, should have followed on inanimate *objects*, on *models* and *pictures* of objects, before the unmeaning and highly arbitrary forms of *letters* were presented at all.

"We have arranged our course of studies for teachers, so as to secure attention to a *regular, orderly, and progressive development of the mind.* We suggest the deferring of the theoretic study of language, for example, till the learner shall have had opportunity of acquiring a good elementary knowledge of *the objects, facts, and phenomena of nature, and their relations.* These are the only real basis of thought and language.

"Objects — thoughts — language; these form the successive steps in the order of nature, in the experience of the mind, and in the history of speech.

"To secure the benefits of a thoroughly practical course of intellectual development, by founding it on things real and actual, we have made provision for that *elementary study of natural objects*, which, by its simplicity, and its proper limitation, as well as its gradually progressive character, seems best adapted to the wants and circumstances of the young minds of which our students are, in due season, to assume the guidance. Nor does this course require any expensive or formal apparatus for its purposes. Magnitude, form, color, weight, distance, are everywhere around us, soliciting our attention. The wayside flower, the pebble at our feet, the tree of the forest, the mountain in the distance, the tints of cloud, of foliage, and of blossom, the exhaustless variety of form in plant and mineral, are everywhere inviting us to study. In these directions the young mind is athirst for knowledge, and is ever craving it as aliment and gratification. On such *data* do we all begin our formation of ideas."

Then as to the formation of purity and nobleness of character, so apt to be neglected in the course of education:—

"To purify, to elevate, to hallow this forming power of the soul, and thence to sway the *will* and touch the *heart*, the true teacher can rely on no influence so effectual as that of *enlightened con-*

Objective teaching differs essentially from the lecture method, in which the teacher talks about an object, making the pupil the silent recipient of what the teacher gives so long as he is willing and able to receive, — the teacher not knowing how much of what he presents the pupil does receive, nor how much he can receive. This method does not allow the pupil time to make the thoughts his own. It should be used sparingly and only with mature minds.

The senseless routine work, miscalled teaching, of memorizing and reciting the text-book, with little or no thought of what the words mean, with little or no effort to lead the pupils to think for themselves, so nearly stultifies the pupil's mind, that he has not independence enough to trust the evidence of his own senses. Such a pupil can be led to say almost anything the teacher desires him to say, and to believe it is true if the teacher accepts the statement. Such a mental condition is contrary to the pupil's nature. Children do think about what they know, when they have not been stupified by routine school-work. The parent or the teacher who is able to answer all the thoughtful inquiries of a little child, must himself be a good thinker. Pupils should be required to think in all their school-work, each one always according to the measure of his ability to think.

Objective teaching is done by some teachers in their every-day work, on every subject. It is not something worked out for a special exercise at a teachers' institute. The method is not new, nor has it been universally practised. It is something new to a large majority of teachers. It ought to be the mode of teaching in all our schools, from the primary school up through the university, in all branches of study, to teach the pupil *what* to study whenever he takes a new subject, to teach him *how* to study the subject, and to create an interest in his work, — the chief objects for which a pupil needs the aid of a teacher. Such teaching in all our schools would show a larger development of the mind, a larger acquisition of real knowledge, and a greater saving of time in our schools than was ever yet known.

A. G. Boyden.

In his earnest recommendation of instruction in music and drawing in all the schools, Mr. Russell says: —

"The instructor who can illustrate his ideas by employing even the humble degree of skill required for chalking on the blackboard, has an immense power over the attention of a young class; he can secure it with inevitable certainty, and hold it long, without weariness or wandering. The hand of the accomplished draughtsman converts the blackboard into a graphic encyclopædia for the intellect, a pictorial tablet for the imagination, or a moral dramatic scene for the heart."

Speaking of drawing, he says: —

"It is a most delightful expedient for bringing into our schoolrooms the presence of Beauty and Pleasure, in their purest forms, and walking hand in hand with our two more familiar New-England friends, Industry and Utility."

Observe what he says of the deficiencies of our schools: —

"Is it not too generally the case, that at present even the young New-England farmer leaves school utterly ignorant of the great facts of the creation, of the stars over his head, of the soil under his feet, and its vegetable productions, of the composition of the very air which he breathes, of the organization and habits of the animals around him, of the structure of his own frame, of the primary laws of health, by which it may be kept in available vigor — the very foundation of his usefulness or success in his vocation?"

And observe what, according to Mr. Russell, ought to be the capacity and the aim of a teacher: —

"In the special training of the *teacher*, regard must ever be had to the influence which he is to exert as *a mental benefactor* of his pupils, not merely as regards the book-lessons which he is to require of them, but the friendly communications which he is to hold with them, in the intervals of formal school exercises."

"A graduate of one of our colleges gave his school an admirable elementary course of geology, and one on botany, during the pleasant excursions of Wednesday and Saturday afternoons. Another expended money, not less liberally than time, in giving his pupils a brief course of evening lectures, once a week, on some of the most simple and useful facts exhibited in the science

of chemistry. Another, still, led his young charge, at his own expense, through an outline course of Mitchell's edition of Burritt's elementary study of the heavens; and yet another of these unostentatious philanthropists led his youthful class, to their great delight, down the current of history, by means of a series of original diagrams, commencing with the prominent facts of sacred history, and following the stream of time downward to our own day. The interest taken in this series of practical lessons was strong enough to bring individuals, twice a week, on winter nights, from the comfortable fireside, miles distant from the school-house."

"The ability to teach depends on the ability to state and illustrate principles, to define ideas, to explain difficulties, to give impressive utterance to thought, to deliver, occasionally, an eloquent address, to discuss, at a professional meeting, subjects involving the daily business of the teacher's life, and the progress of the young minds dependent on the offices of instruction."

After urging the study of "*the best portions of our own literature*," and the manifold uses as a mental discipline of a faithful study of the ancient languages, Mr. Russell adds:—

"But it is not merely from their effect in disciplining the mind that the Greek and Latin languages are of value to the teacher. To him they have a peculiar worth as treasures of acquisition upon which he is to draw in the daily business of teaching, in deducing etymologies, with all their suggestive wealth of association connected with the meaning, the power, and the actual use of language in its vernacular forms, in reading, conversation, composition, or public address. To all, therefore, who would become skilful teachers, even of our English tongue, we would hold up the study of the ancient languages as a most desirable part of their personal training and accomplishments."

Mr. Russell naturally and honestly adds:—

"In one department of education, long neglected in seminaries of every rank, but now receiving something of its due share of attention,—*elocution*, as comprising the exercises of reading and speaking,—our instructions and training will be conducted with regard not only to its demands as an indispensable part of practical and useful culture, but in its connections with eloquence and

poetry, as one of the most effectual modes of æsthetic discipline for taste and imagination, and as at once the most accessible and most attractive of all the fine arts. Propriety and grace of utterance are to no class of persons more important than to teachers, and to none more becoming than to those from whose lips children first imbibe the accents of their native tongue, and whose impressive and eloquent reading of the choicest passages of our own literature, has the power to render the parlor more attractive than the theatre or the lecture-room.

"As one great means conducive to such results, the appropriate *recitation of poetry* will receive a proportionate attention. We shall feel desirous of awakening an active interest in this branch of mental and physical cultivation, which exerts so powerful an influence on habit and manner, not less than on taste. To teachers of both sexes we suggest it as a most important part of their personal training, not less than that of their pupils."

Upon the subject of penmanship now so very much neglected in many schools, Mr. Russell very justly says:—

"The use of the pen, like that of the pencil, trains the mind to exactness, to neatness and grace, or tends to degrade and corrupt the taste, by slovenly and awkward habit, or to pervert it by extravagance and glaring display. The process of learning to write is a most effectual training for the formation of either a true or a false style of expression in all other forms. The tendency to accuracy of habit, to propriety of manner, to the love of genuine beauty, may be most effectually cherished and confirmed by the judicious and tasteful teacher of penmanship, who communicates to his pupils the principles which govern his own style. The opposite picture we need not present."

The study of logic, "not in its scholastic forms, but in its application to the processes of thought," is thus commended:—

"There is no class of human beings to which a logical use of the mind can be deemed unimportant. But to the teacher it is the very condition of success in his hourly task of guiding the minds intrusted to his care. Teachers need nothing so much as a preparatory discipline in practical logic, by which to guide their own minds not less than those of their pupils. So great is our present deficiency in this direction, that, at our professional meet-

ings, in teachers' institutes, scarcely an individual can be found who can state in clear, correct terms what a definition itself is, what a proposition, what a strictly logical argument, what the difference between the processes of induction and deduction, or even what analogy is; a thorough understanding of all which is indispensable to the distinct perception, not merely of the true character of a train of thought, but of the grammatical construction of a sentence, in virtue of the form of thought which it embodies."

"One object of assiduous attention, in this connection, will always be the training of our students to *correctness and fluency of expression.* The teacher's main office is to talk, that he may teach; and the prevalent neglect of adequate training in the actual use of language leaves most young persons, even those who are otherwise well educated, in a state of embarrassment when attempting to meet the customary demands for explanation and illustration to which a teacher is daily and hourly subjected.

"Two things are indispensable to the teacher who would be successful in his vocation. He must train himself to think with clearness, exactness, and despatch, and to express his thoughts with accuracy, perspicuity, and fluency. If to these prime requisites he can add the felicity of illustration which a poetic culture of the imagination will not fail to furnish, nothing will be wanting to constitute him one of the highest intellectual agents—an eloquent, a consummate teacher."

There is very much more which we should be glad to quote, but we must end with—

"A gem from that ancient mine, the 'golden soul' of Plato. 'Man cannot propose a higher and holier object for his study than education, and all that pertains to education.' Add a corollary from the noble-minded Niebuhr. 'The office of an instructor of youth is a most honorable one, and one of the happiest callings in life, to a noble heart, despite all the evils which mar its ideal beauty.'"

"It was Mr. Russell's custom," as we learn from a lady who was his constant pupil at Lancaster, "to devote the first half hour of school, every morning, to devotional exercises and moral instruction. His scholars were much impressed with the beauty

and appropriateness of the 'moral lessons,' as they were called, and often took notes of them. Later, his scholars, when teaching, pursued the same plan of instruction, esteeming it the surest way of elevating the minds of their pupils, and inspiring them to duty."

We thus see what a noble, elevated, and adequate idea Mr. Russell had of what a teacher should be, and what admirable qualifications he exhibited for the office of forming one.

As a friend, Mr. Russell was genial, warm-hearted, and sincere. He was familiarly acquainted with the best portions of English literature, kept up an acquaintance with the current reading and news of the day, and was most suggestive, agreeable, and instructive in conversation, for which he had a singular talent. He had all the genial qualities which make a good friend, and a kindness and natural warmth which won the confidence and affection of his pupils; all of whom remember him with the greatest interest and respect.

G. B. E.

NOTE. — Besides his contributions to nearly all the journals of education, Mr. Russell published more than thirty volumes of lectures and addresses of great value, a list of which is given in Article IX, in the March number of the "American Journal of Education," from which so large a part of the present article is taken.

BREAKING THE CHILD'S WILL. — "No art is so useful in the management of young children (nor is any art so much neglected) as that of *avoiding direct collision*. The grand blunder which almost all parents and nurse-maids commit is, that when the child takes up a whim against doing what he is wanted to do, — will not eat his bread-and-butter, will not go out, will not come to lessons, etc., — they, so to speak, lay hold of his hind leg, and drag him to his duties; whereas a person of tact can almost always *distract the child's attention from its own obstinacy*, and in a few moments lead it gently round to submission. I know that many persons would think it wrong not to break down the child's self-will by main force, to come to battle with it, and show him that he is the weaker vessel; but my conviction is that such struggles only tend to make his self-will more robust. If you can skilfully contrive to lay the dispute aside for a few minutes, and hitch his thoughts off the excitement of the contest, ten to one he will then give in quite cheerfully; and this is far better for him than tears and punishment. It is just the same with us."

RESIDENT EDITOR'S DEPARTMENT.

PICTURES AS AN AID TO NATURAL HISTORY.

"Teaching natural history by pictures is no better and no worse than by a book. . . . A picture cannot furnish opportunity for that exact observation which must underlie precise definition and correct classification. It may help to impress a statement in words, but this is all. Think of building up a science of human physiology from the study of a manikin!" — *Mass. Teacher, Nov.* 1873.

NOTHING is of greater importance to the teacher's success, and to the welfare of those to be taught, than that the instructor possess a clear understanding of the nature of the work to be performed, of the objects to be accomplished, and the materials to be employed during the processes of teaching. The theoretical pedagogue may tell us that the nature of the work consists in subjecting the pupils to long and severe efforts of minute and repeated observation upon matters not easily perceived, under the supposition that drill and discipline constitute the chief ends of all teaching, regardless alike of the pain or pleasure which it affords the learner. A Spartan-imitating teacher might declare that the object to be accomplished is to impart alone that knowledge most useful to the man. The professor in some department of science may assert that training the pupils *to discover* facts pertaining to nature comprises the chief material to be employed in teaching. And yet there appears a new master who tells us that the true plan for school-work is to make children scientific; and that the only means for securing this end is to throw away books and pictures, because they tend in the direction of "superstition, fanaticism, humbuggery, scandel-mongering, demagogism, — vitiating politics, social reform, and religions." Then he would have the pupils learn nothing about all that vast multitude of objects, animals, productions, natural scenery, which they cannot find within the bounds of the city or hamlet in which they chance to reside, because no "testimony of others' must be received "without verifying it by personal observation." He would have the teacher proceed according to the manner of building up a science Has it yet been ascertained that the plans by which the sciences were built up constitute the best modes for teaching them? When it is remembered that the carrying out of those plans required the combined results of the labors of many individuals, whose patient observations and careful researches were continued through a long series of years, insurmountable difficulties appear in the way of introducing these as models of teaching. Life is too brief, the fields of observation are too extended, the subjects to be studied are too numerous, and the researches necessary to verify each supposed fact would become too protracted for the period allowed for school instruction. No one

can complain of a scientist for spending six months in studying the structure and observing the habits of a grasshopper or a mosquito; but can our pupils afford to devote time in that proportion to each necessary subject of school instruction?

' In view of these obstacles it cannot be claimed that such a system would be available in common schools, or even in the best of high schools.

No sane person would assert that any department of the science of natural history could be built up by the study of manikins, models, pictures, diagrams, etc., but it by no means follows that these are not *available instruments* for successfully teaching a science after it has been built up.

The intelligent teacher naturally seeks the best aids for each subject of instruction. But he accepts and uses the best that can be procured. The study of zoölogy could not be supplied with other aids so completely adapted to its purpose as by a favorable opportunity to see each animal in its native haunts, to watch its movements, observe its habits, its food, and to study its structure. But the remembrance of the long series of years spent by Audubon away from his home in studying the habits of the animals found in that part of North America included within the United States alone, and also the fact that multitudes of other animals inhabit the jungles of Africa and Asia, and other portions of the world, remind us that such a plan is not an available one for school purposes.

Since we cannot go to the homes of these animals, let us send forth and compel them to come to us; for "the life, in animals, renders them peculiarly attractive to the young." A menagerie embracing the principal orders of animals, with individuals of several families in each order, would be an excellent aid to the study of zoölogy. But we find ourselves confronted with the fact that such aids are not attainable for the common schools.

Next in order of utility, as aids to the study of the form, structure, size, and color of animals, are their stuffed skins. But to our regret we find them to be exceedingly difficult to procure, even were the great expense no objection; but the item of cost alone "compels us to look for some other, though perhaps less effectual means of reaching the same end."

Since we can neither visit these animals in their native haunts nor give them a dwelling-place near our schools, nor are able to gather their preserved skins in our cabinets, what further means remain as aids to the study of natural history for the great mass of the children in our schools? Fortunately the writer of the extract at the commencement of this article supplies us with a gleam of hope. He says: —

"We must look for some other, though perhaps less effectual means of reaching the same end."

The order of interest to the observer is the order of value as aids to the instructor; the objects themselves; their pictorial representations; descriptions of them. Then we must next seek for pictures to aid us in reaching the end in view. It matters not that "the study of pictures is based upon faith." The study of geography has no better foundation; and neither ped-

agogues nor new masters would dispense with this subject, or with globes and maps as aids for teaching it in school.

To pictures, then, let us look as our *most available* instruments, both from practical utility and cost, for aiding us in leading children to acquire a knowledge of zoölogy.

The next inquiry may be what pictures are adapted to instruction in natural history. Children should be trained to observe those prominent characteristic resemblances which are possessed by animals of the same kind. They may be led, by the aid of pictures which are adapted to the purpose, to notice these characteristics when they meet animals possessing them. Whether the use of Prang's Natural History Series is adapted to the attainment of these ends may be at least inferred from the following extracts from the *Manual of Directions* which accompanies each set: —

"It is not intended that a knowledge of what is represented on these cards shall be considered an *end* in the system of instruction which they represent. . . . During all these Natural History lessons, the pupils should be led to *observe animals* as much as possible. . . . Request the pupils to try to see animals which possess the general characteristics of those represented. . . . At the close of the first lesson on the *cat*, request each pupil to examine a cat at home, and to notice whether it possesses each characteristic which has been pointed out in the large picture."

The three most important steps in the process of gaining knowledge are, *observation*, *comparison*, and *classification*. The plan of using Prang's Natural History Series comprises these three steps; indeed, these are the foundation of this system of instruction.

In evidence of the value of the above statements, and of the value of pictures as an aid to the study of natural history, we cite the following testimonies, and submit the case to the readers of the "Massachusetts Teacher," hoping also that each will examine these pictures for himself: —

"The child should be trained to comparison, to notice points of resemblance and difference in all objects of study. The leading points of likeness and unlikeness are happily illustrated in this series." — *Birdsey Grant Northrop, Secretary of Connecticut Board of Education.*

"I shall recommend and urge their introduction and use into all of our schools, as invaluable aids in studying Natural History." — *Dan'l Leach, Supt. Public Schools, Providence, R. I.*

"They cannot fail to lend a charm to the study of Natural History, whenever they are placed in the hands of children." — *David Beattie, Supt. Troy City Schools.*

"I cannot conceive of a plan that could render the subject more attractive to the young." — *John Hancock, Superintendent of Schools, Cincinnati, O.*

After trying the series of Natural History Cards, I am well satisfied that they answer the purpose for which they were intended, completely. Our teachers are unanimous in their praise." — *Wm. T. Harris, Supt. of Public Schools, St. Louis, Mo.*

RECEPTION OF HON. JOHN D. PHILBRICK.

HON. JOHN D. PHILBRICK'S return from an educational tour in Europe, was the occasion of a pleasant reception by the Masters of the Boston schools, at their meeting at the City Hall, Oct. 9.

Mr. Joshua Bates, of the Brimmer School, from his long acquaintance and appreciation, as well as from his eminent position and fitness, was chosen by the Masters to welcome their honored and beloved Superintendent. Mr. C. Goodwin Clark, of the Gaston School, waited upon Mr. Philbrick to the Chair, and introduced Mr. Bates as their representative.

MR. BATES'S ADDRESS.

Mr. Superintendent:

A few days since I received a note from one of our number, informing me that it was the wish of some of the Masters of our Public Schools, that I should extend congratulations to you on your safe return, and a most hearty welcome to your home, kindred, and many friends.

Perhaps, sir, it will not be inappropriate to the occasion, if I for a moment recur to some reminiscences of the past. It is now nearly thirty years since you and I commenced our labors in educational work, in adjoining districts, in this city. Thus I had an opportunity, for some years, to observe your faithfulness to duty; to study your plans of operation, your methods in discipline and instruction, and the estimation in which you were held by the Committee, parents, and the community at large.

After several years of devoted and efficient labor, you were called to another and a higher position, — to superintend the educational interests of a neighboring State. We all felt, when you left us, that we had lost one of our most faithful and energetic teachers, and at the time were assured that an influence would go with you that would reach every school district in that Commonwealth, and we were not disappointed in our expectations.

After the resignation of Mr. Bishop, as Superintendent of the Boston Schools, the question was agitated who was the best man to fill the place. Among the many gentlemen mentioned, your name stood foremost, and your nomination for Superintendent was confirmed by the School Board, and received the unanimous approval of the Masters' Association. That position has been filled these many years, with honor to yourself, with very general satisfaction to the Committee, and with the hearty good-will and approbation of the Masters.

Your position, sir, is one of the most difficult to fill in our municipal government. Committees, parents, and teachers all have their peculiar notions and plans to suggest, and if possible to carry into operation; and many of these will necessarily be antagonistic. Amidst diverse and conflicting suggestions and plans, you have managed affairs with much wisdom and discretion. Seldom has there arisen any opposition to your recommendations and ar-

rangements, and very few could have so successfully, for so many years, held the position you now hold with such general satisfaction to all concerned.

With a record so honorable as yours has been for so many years in this city, and also in your late mission abroad, permit me, sir, in the name of these Masters, who as a unit respect and esteem you, to welcome you most cordially to the city of your love, and the field of your usefulness.

We welcome you, laden with rich experiences which from time to time you will unfold to us, telling us all you have seen worthy of imitation in other fields of observation, and in what respects schools in foreign lands excel our own; thus stimulating us, I trust, to nobler efforts and a deeper interest in the great work in which we are engaged. We are glad to see you returned to us, evidently in such vigorous health, ready for renewed effort and energetic work.

Welcome, then, thrice welcome, Mr. Superintendent, to this good old city of Boston, where you have spent the most active and vigorous portion of your days. That your life may be spared for many years to labor in this vineyard, as happily and honorably as in years that have passed, is the fervent wish of these Masters here assembled, and the many friends who on every side extend to you most cordial greeting.

MR. PHILBRICK'S REPLY.

Gentlemen:

I am extremely grateful to you for this cordial welcome home, and I tender my warmest thanks for the well-chosen, friendly words which have been spoken by Mr. Bates, my co-worker and friend of many years, and no less for the approval of them which you have so unmistakably manifested.

I cannot help feeling that this is one of the most interesting and agreeable occasions of my official life, because it affords me undoubted assurance that your personal good-will, and the value you put upon my efforts to improve the condition of our schools, have increased with the years of our associated labors.

I have ever regarded your good-will and confidence as an important and even necessary means of furthering my official usefulness and success, in the position which I occupy. And I esteem myself most fortunate to have secured your friendly regard to such an extent, and to have retained it for so long a period amidst so many trying circumstances as have encompassed us. And in view of the fact, which none of you, I think, will question, that disdaining to seek to win your favorable consideration and your co-operation in carrying out my plans, by employing flattery or any unworthy motive, I have uniformly relied, for this purpose, upon appeals to your reason, and your sober, candid judgment — this cordial expression of your continued confidence and friendliness, is, I cannot but think, as creditable to you as it is gratifying and encouraging to me. It affords me great pleasure to say on this occasion, — and I say it to your credit rather than to my own, — that during the long period of the official connection which has existed between most of you and

myself, however much some among you may have at times differed from me in respect to educational ideas and measures, the harmony of our personal relations has never been for a moment disturbed. To this harmony I attribute the best part of whatever success has attended my humble efforts to promote the improvement of the Boston school system. May this harmony continue. Judging by the past, there is, it seems to me, good assurance of your continued, willing, and efficient co-operation during the remaining period of my service among you, which must inevitably be drawing to a close.

Coming fresh from the study of the best systems of popular education in the Old World, I am happy to assure you that I still think that we have great reason to be proud of our own schools. The Grand Diploma of Honor was cheerfully awarded to Boston by the International Jury at Vienna, both in consideration of the collective educational exhibition there displayed, and in consideration of the merit of our system as presented in the statistics and descriptions contained in our reports. You will be better able to estimate this distinction when I tell you it was awarded to Boston first, and was afterwards granted to no other cities except Vienna and Berlin, and to those on the motion of one of the American jurymen. I know of no other city where the school accommodations for all the children are so ample or so attractive, as they are here. In school fittings and furniture we need fear no comparison whatever. We may, too, I think, justly claim pre-eminence in respect to liberality of expenditure for the purposes of elementary education.

But while I am glad to be able to claim high credit for our system, I have returned from my foreign tour of inspection fully convinced that we have yet very much to learn of European countries, in respect to institutions of education of all grades and descriptions, from the Primary School to the University. And if we are to maintain our rank and prestige as an educating city, we must not be slow to study and profit by the lessons in educational science which the examples and the writings of foreign countries afford us. Again, tendering my heartiest thanks for this reception and for what you have done in the past to better the schools under your charge, I cherish the hope that you will all be ready to avail yourselves of every opportunity and means to carry forward the improvement of the Boston system of education.

After this reply, Mr. Philbrick proceeded to give an account of the Educational Department of the Exposition at Vienna.

DRAWING IN THE PUBLIC SCHOOLS.

DRAWING must be put into all the public schools, and must be taught in a persistent, rational, systematic, comprehensive manner. That is the rapidly-growing sentiment of thoughtful educators in every part of the country. There is scarcely a school report from any city or important town, but alludes to the great practical value of drawing; while in numerous instances, the immediate introduction of this study into the public schools is emphatically rec-

ommended. It is also urged, where something has already been done with drawing, that more and better work be done hereafter. Massachusetts is, by no means, alone in the effort to give her people a more practical education by adding an artistic element to the old literary course of the public schools.

Why this rapidly growing sentiment in favor of popular art education in the United States? Because the great industrial exhibitions of the world, from the first one at London in 1851, to the last at Vienna, show, beyond a scintilla of doubt, that such an education is a leading factor of national prosperity. Because a large class of American manufacturers have discovered that under the levelling influence of steam transportation and telegraphy, they must be completely driven from even the home market, unless they can carry to that market, in the future, more beautiful products than hitherto. Indeed, nothing is so salable as beauty. Because American artisans are learning that the more artistic the work they can do, the better the wages they can command; that, in truth, there is hardly any limit to such increase. Because they further find, in all varieties of building construction, that a knowledge only sufficient to enable them to interpret the working-drawing placed in their hands (and nearly everything is now made from a drawing) will add one third to their daily wages. Hence the increasing demand for popular instruction in drawing, which lies at the bottom of all good artisan and art education.

We have much to learn from the leading nations of Europe about the education of the people both in art and in science, but especially in art. Prof. Ware, of the Massachusetts Institute of Technology, says: —

"At the Universal Exhibition of 1851, England found herself, by general consent, almost at the bottom of the list, among all the countries of the world in respect to her art manufactures. Only the United States, among the great nations, stood below her. The first result of this discovery was the establishment of schools of art in every large town. At the Paris Exhibition of 1867, England stood among the foremost, and in some branches of manufacture distanced the most artistic nations. It was the schools of art, and the great collection of works of industrial art at the South Kensington Museum, that accomplished this result. The United States still held her place at the foot of the column."

In a handsome and compact volume, recently published by James R. Osgood & Co., entitled "Technical Education," the author, Charles B. Stetson, has collected a large amount of unimpeachable testimony from various European official sources, for the purpose of showing what should be done, and how done, in the public schools, afterwards in special schools, towards the education of the whole body of the people in practical science and practical art. The statement of Prof. Ware is sustained by the elaborate report of the French Imperial Commission, made in 1865, on technical instruction. Mr. Stetson's book contains various extracts from this report, and among them the following: —

"Drawing, with all its applications to the different industrial arts, should

be considered as the *principal* means to be employed in technical instruction. . . .

"Drawing is, in all branches of industrial art, a means so evident, so useful, and so indispensable for embodying the conceptions of the mind, for studying and fixing the forms to be given to productions, for rendering the creative idea, that there can be no need of insisting on the necessity of developing that branch of instruction which has for its object the diffusion of such an acquirement among artisans of every class. This necessity, which has long been deeply felt in France, has led to the multiplication, in the great industrial centres, of schools of art and scientific drawing, which, while offering to the national taste the means of manifesting itself, have hitherto secured to French industry a great superiority in a large portion of its manufactures.

"The Universal Exhibition of 1855, and especially that of London in 1862, have clearly shown the results which England has already obtained from the immense efforts — among others the establishment of the splendid Museum at Kensington — she has made ever since 1851, to deprive France of that superiority in the works of industrial art, which the first exhibition of 1851 had proved to be indisputable."

Such is the testimony of the eminent men who composed the French Commission. But England has learned from her twenty years of experience, that great schools of art alone, even with numerous subordinate branches, are not enough; she has learned that instruction in drawing must commence in the most elementary schools and must be made universal. To that end she is now laboring. She has also learned that the instruction must be rational, not dogmatic, otherwise the workmen will find it difficult to adapt themselves to the changing requirements of the public taste, because they have simply learned to work by "rule of thumb," and not according to principles which are equal to all emergencies.

Says Mr. J. Scott Russell, in his "Systematic Technical Education of the English People": —

"I am hopeless in the matter of educating the workingman who has grown up into manhood without education. For the most part such men are too old to learn. I have never seen but exceptionally much good come of trying to drive figures and geometrical problems and mechanical theorems, and light and shade, into the head of a full-grown workman who had failed to get a good education when young."

Such is the testimony of the builder of the Great Eastern, of the man who has, for so many years, made a special study of the best way to produce skilled, artistic, independent laborers. But if the workmen have received a suitable elementary education, then they derive the greatest benefit from the special schools of art and science. This is notably the case when the elementary education has been both literary and technical. It is, therefore, of the utmost importance that a good beginning in technical education be made even in Primary Schools, by the study of drawing and some of the natural sciences.

thanks to the school authorities and to the people of Middleboro', for the liberal hospitality displayed in receiving and entertaining the members of this Association, and for the many courteous attentions extended during their visit.

Resolved, That we are under great obligation to superintendents Harrington, of New Bedford, and Tweed, of Charlestown, to Mr. Joshua Bates, of Boston, and Col. W. H. Osborne, of East Bridgewater, for their thoughtful, instructive, and highly useful papers; and to the superintendents and teachers, both in and out of the county, who have done so much by their participation in our exercises, to foster and develop the interest felt in our chosen work.

Resolved, That our thanks are due to the superintendent of the Old Colony Railroad and its branches, for liberality in furnishing free return tickets to our homes.

Resolved, That the president and other officers of the association are deserving our cordial thanks for ability displayed in performing their duties, and for the great degree of success which has attended this meeting under their directions.

Resolved, That as teachers, we are conscious of having received great benefit from this annual meeting, and that as a result, we shall return to our labors with renewed zeal and greater devotion to our high and holy calling.

E. PARKER, JR.,

For the Committee.

The committee on nominations reported as follows: —

President, J. W. McDonald, South Abington; Vice-President, Mr. Parker, North Bridgewater; Mr. Merrett, Hingham; Mr. Cornish, Plymouth. Secretary and Treasurer, J. G. Knight, Hanover. Executive committee, Mr. Martin, Bridgewater; Mr. Soule, Hingham; Mr. Leonard, Middleboro'; Mr. Knight, Hanover.

Miss Mary A. Currier, teacher of elocution in the Bridgewater Normal School, read an essay on elocution. The suggestions made in this were so practical that we shall publish them in full. She gave to the convention a few exercises, showing how to train the voice, and also read two selections illustrative of the points in her essays. Miss Currier held the closest attention of her audience during her reading.

Rev. C. W. Wood, superintendent of the North Bridgewater Schools, delivered a short address in favor of towns furnishing text-books to scholars. He was in favor of this measure, and showed the benefits arising from the adoption of this plan. At the close of Mr. Wood's remarks, the convention, after singing "Auld Lang Syne," adjourned. The meeting as a whole was a successful one, all the essays and lectures being such as were of practical use to the teachers. — *From the Abington Journal.*

It is but natural that progressive American educators, who keep themselves informed as to what is doing in all parts of the world, should recognize the urgent necessity of engrafting, at once, upon our public-school curriculum instruction in practical art. It is but natural that American manufacturers, finding that beautiful products command the readiest sale, that, indeed, such products alone can enable them to maintain their position even in the home market, should not only import European designers and art workmen, but should wish to see American children provided with such instruction as will make of them skilled, artistic workmen. And it is but natural that the authorities having control of the public schools, taking note of the real situation, should begin to move in the good work of adding, by suitable enactment, a just degree of art instruction to the long established literary course of the public schools. With our present common-school instruction upon which to engraft, there is no good reason why the American workman of the next generation should not be the equal in all things, and in some the superior, of his foreign competitor.

Some of the great failures which have recently occurred among manufacturers are largely or wholly due to the fact that the companies have been obliged, of late, to sell their goods below cost because of inferiority in design. Other companies manufacturing the same kind of goods, but of superior design, find no difficulty in disposing of all the goods they can produce, and at a large profit.

It is to the honor of Massachusetts and of the City of Boston that they have enlisted so heartily in the cause of popular art education. They have put their heart into the work; but that is not all: the steps already taken have not only been deliberate, but eminently judicious.

Finding that what had been previously done was altogether inadequate to meet the demand of the times, they secured the counsel and the services of Prof. Walter Smith, who was strongly recommended by the Art and Science Department of the British government. Prof. Smith, a graduate of South Kensington, not only had had a remarkably successful experience of more than twenty years as a teacher in the best English art schools, but was familiar, from personal observation, with the work done in the best Continental art schools. He was, therefore, well qualified to give that counsel and instruction which would best serve to promote the new movement in behalf of popular art education in Massachusetts. Familiar as he was with the whole field, he could indicate, from the beginning to the end, all the steps needful to be taken, and what would be the result. The good work already accomplished fully justifies the selection of Prof. Smith.

It is already seen that popular education in practical art, at least in drawing, which constitutes its leading element, is an entirely feasible thing. The instruction required for this purpose can be successfully given by the regular teachers of the public schools; indeed, if they are supplied with suitable books and other appliances, and if the pupils are examined in this as in other studies for promotion, it can be better given by them, with only their knowl-

edge of the principles of teaching, than by expert draughtsmen who are ignorant of the teacher's art. This point having been settled by actual experience in the schools of Boston, Charlestown, and other places, there can be no doubt that instruction in drawing, so far as it bears directly upon the industrial arts, will rapidly make its way, as a required regular study, into the public schools throughout the whole country.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE twenty-ninth annual meeting of the Massachusetts Teachers' Association will be held in the High School Building, Walnut Street, Worcester, Dec. 29, 30, and 31, 1873.

The time and place of holding the annual meeting have, for many years, been the subject of earnest discussion in the meetings of the Directors of the Association. After a long discussion, it was decided by vote of the Directors, to hold the meeting of this year at the time announced, because the schools in most of the cities and larger towns will then be in vacation, and the teachers at liberty to attend the meeting. It is earnestly hoped that the school committees in all the other towns will dismiss their schools, and come with the teachers to this meeting. The Directors decided to hold the meeting at Worcester, "the heart of the commonwealth," so that the friends of education in all parts of the State may attend. Unusual railway and hotel accommodations have been secured, that the expense of attendance may be as small as possible.

The objects which the Association seeks to accomplish commend it to the personal interest of every friend of education. The association was organized for "the improvement of teachers, and the advancement of the interests of popular education," and has successfully prosecuted its work for nearly thirty years, including in its membership a large number of the most active and enterprising professional teachers and educators of the State.

No effort will be spared to make this meeting interesting and profitable. Questions in which all classes are interested have been selected. Brief essays or speeches will introduce each topic. It is hoped that every teacher will be prepared to take part in the discussions, which should be a prominent and an attractive part of the exercises. Teachers, superintendents, school committees, and all friends of education throughout the Commonwealth, are cordially invited to attend this meeting.

MONDAY, DEC. 29.

At 4.30 o'clock, P. M., the directors will hold a meeting in the Library.

At 7 o'clock, the Association will meet in the hall for business.

At 7.30, a lecture on "Normal Schools and Training Schools and their Graduates," will be given by Rev. A. D. Mayo, D. D., of Springfield.

TUESDAY MORNING.

At 9 o'clock, business meeting.

9.20: Discussion, — "Would the interests of education be promoted by increasing the relative number of male teachers in our public schools?" Introduced by A. P. Stone, superintendent of public schools, Springfield.

10.40: Lecture on "Foreign Education," by John D. Philbrick, LL. D., of Boston.

TUESDAY AFTERNOON.

HIGH SCHOOL DEPARTMENT, WILLIAM C. COLLAR, Boston, *President.*

2 o'clock: Discussion, introduced by Samuel Eliot, LL. D., of Boston, — "Should the education of Girls in our High Schools be identical with that of Boys in subjects, methods, and extent?"

3.15: Discussion, introduced by REV. JOHN BASCOM, of Williams College, — "How shall the demand for the higher education of girls be met?"

GRAMMAR SCHOOL DEPARTMENT, R. C. METCALF, East Boston, *Pres.*

2 o'clock: Discussion by Messrs. G. A. Walton, of Westfield, D. B. Hagar, of Salem, L. M. Chase, of Boston Highlands, and others. "How can a better knowledge of Arithmetic be gained in less time than is now given to the subject in our public schools?"

3.15: Discussion, by Messrs. J. W. Dickinson, of Westfield, Larkin Dunton, of Boston, and others. "How can the power of expression be developed in pupils?"

PRIMARY SCHOOL DEPARTMENT, A. P. MARBLE, WORCESTER, *President.*

2 o'clock: Discussion, — "Necessity and means of securing attention."

3.15: Discussion, — "Course of study in Primary Schools."

TUESDAY EVENING.

7.30 o'clock: Discussion of the "Half Mill School Fund," by Joseph White, LL. D., secretary of Massachusetts Board of Education.

WEDNESDAY MORNING.

At 9 o'clock, business meeting.

9.20: Discussion, introduced by W. E. Eaton, principal of Harvard School, Charlestown. "Are the pupils in our Public Schools overworked?"

9.40: Discussion, introduced by Prof. C. O. Thompson, of Worcester, — "How far should Natural History and the Physical Sciences be studied in our Grammar Schools?"

FREE RETURN TICKETS will be given, through the courtesy of the superintendents, to all members of the association who come to the Convention over the following Railroads, and their branches: Boston and Albany; Old Colony; Boston, Hartford and Erie; Fitchburg; Eastern; Boston and Maine; Boston, Lowell and Nashua; Boston and Providence; New Bedford and Taunton; Middleborough and Taunton; Boston, Clinton and Fitchburg;

Vermont and Mass.; New London and Northern; Worcester and Nashua; Norwich and Worcester; Providence and Worcester; on the Cheshire Railroad to Winchendon and stations this side. Teachers on the line of the Connecticut River Railroad can call for excursion tickets to Worcester and back, which will be furnished at half the usual rates.

Return tickets will be furnished during the sessions of Convention upon application to E. Bentley Young, Corresponding Secretary.

Board can be obtained at the Waverly House, Front Street; Lincoln House, Elm Street; Exchange House, Main Street; Waldo House, Waldo Street; at $2 a day; at the Bay State House, Main Street, at $3 a day.

ALBERT G. BOYDEN, *President.*

ALFRED BUNKER, *Secretary,*
Boston Highlands.

Trains leave Boston for Worcester on Boston and Albany Road at 7, 8.30, 10, 11, A. M.; 1.30, 3, 4.30, 5, 5.30, 9, P. M. Return 7, 9.25, 9.45, A. M.; 1.40, 3.25, 4.25, 6, 9.55, P. M.

Dec. 1873.

THE ENJOYMENT OF LIFE.—Our penury of enjoyment is to a great degree our own fault, or, at any rate, the fault of our bringers-up. Unquestionably men might be trained so as to squeeze infinitely more sweet juice out of life than they do. Our stupid teachers do nothing but pound grammar into our heads when we are young, — a thing which can only grow up into thistles in nine minds out of ten. But were we really educated, were we trained, as we easily might be, to love the beautiful in all its thousand forms, to take delight in poetry, . . . to understand the wonders that lie around us in the construction of our own bodies, and of the air, and of the plants, and in the processes of nature; were we trained to the delightful habit of thought . . . to the habit of reading . . . to study and love works of art, whether in painting, sculpture, or building; were we trained to every kind of manly exercise, — why how much more cheerfully would our lives glide by! But your commonplace and most dull system of education, which consists of forcing the boy for years and years to learn by rote the dry anatomy of a dead tongue, is there any one of all these sources of happiness which it unseals for us? No, not one.

CHILDREN AND GIRLS. — It is curious to see how a self-willed, haughty girl, who sets her father and mother and all at defiance, and can't be managed by anybody, at once finds her master in a baby. Her sister's child will strike the rock, and set all her affections flowing.

It is not the soft, gentle girl who loves children most, or wins them most, but the girl of spirit.

INTELLIGENCE.

IT may be an unwelcome bit of intelligence, but we cannot well withhold it, and be just to our trust. Another volume of the "Massachusetts Teacher" closes with the present number.

Neither time nor expense have been spared in our effort to make the magazine the past year a credit to the educators of the State and acceptable to teachers of all grades and situations. And the gratuitous words of commendation assure us that we have succeeded, in a measure at least, in satisfying the demands of the profession at home, and commanding the respect of those abroad.

We are sure of accomplishing as much the coming year; and in addition we have facilities for improving the magazine. A word for this department. It is no easy matter to supply as much intelligence as we have done the past year. It has only been gathered by hard work. We want to do more with it the coming year. We want some teacher in every city and town in the State who will be responsible for sending us regularly all the educational news of the town.

Will *you* write us at once, offering to do it for your town? If so, you will aid personally and substantially in improving the "TEACHER."

Address A. Mudge & Son, "Intelligence," 34 School Street, Boston.

MASSACHUSETTS.

BOSTON. — *Resignations*, Harriet E. Burrill, head-assistant in the Dearborn School;

Ella L. Bird, assistant in the Winthrop; Miss E. S. Fisher, assistant in the High School.

Teachers confirmed. — Miss Martha D. Chapman, as head-assistant of the Dearborn School.

Miss Margaret Reed, as sewing teacher in the Gaston School.

Mary L. H. Gerry, as assistant in the Winthrop School.

Annie J. Stoddard, as assistant in the same school.

Amelia M. Smith, as assistant in the Lincoln School.

Messrs. Bartlett and S. C. Ward, principals, and E. Bentley Young, J. L. Frisbe, and C. Willis Damon, assistants in the evening drawing schools.

Lewis School. — Mr. Chas. F. King, sub-master in this school, sailed for Europe with his family July 1st, and returned Oct 15th.

He visited the Vienna Exhibition, and the principal places of interest on the Continent and in England. Several letters, describing some of the scenes he witnessed, have appeared in the Boston "Journal." From his experiences, Mr. King has prepared a lecture, entitled "Characteristics of Other Folks."

Miss E. J. Kelley, after five years of successful service in the Dwight School, has resigned her position, to take effect Nov. 10th.

Miss Martha C. Gerry resigned her place as assistant, at the close of the last school year, and has gone with her father, one of our prominent artists, to Europe for a year or two of art study. She spent the summer in Switzerland, and they have settled in Paris for the winter.

Miss Lizzie Gerry, late a teacher in Brookline, has been appointed in her place.

Ward XIX. — The schools have been partly reorganized to put them on the same basis as in the older parts of the city. Those schools, heretofore known as Intermediate, are now united with the

Grammar Schools, as the fifth and sixth classes, thus adding to the duties of the principals.

Salaries have been fixed to conform, in some measure, to the new state of things, as follows: principal of High School, $2,700; first assistant, $1,200; second do., $1,000; principals of Grammar Schools, $2,400; assistants generally, from $600 to $800; primary teachers, $500.

Bennett School.— Miss Sarah P. Morrill, who has changed her name, is succeeded in the second class by Miss Catherine D. Russell, of Kingston.

Miss Anna Leach, of North Bridgewater, takes charge of the third class, following Miss Annie H. Delano.

Miss Melissa Abbott, of Vermont, is also appointed assistant in the same school.

Miss Chesley, a graduate of the Boston Normal School, has charge of a division of the third and fourth classes temporarily located in Mason's Hall.

Harvard School.— Miss Clara Hooker, a graduate of the class of 1873, Boston Normal School, takes charge of the second class.——In the Kindergarten department of the Everett Primary, Miss Pollock, who had a louder call to Washington, is succeeded by Miss Lizzie W. Gibbs.——Miss Anna M. Farrington, also a graduate of the last class, Boston Normal School, assists in the fifth and sixth classes at North Brighton, now a part of the Harvard School District, and also in the Primary department.—— Miss Edwards has a similar position in that part of the Bennett School colonized in the High School building, assisting both in the Grammar and Primary classes.

The inconvenience caused by the crowded state of the Bennett School will soon be remedied by the completion of a new $50,000 building, with six rooms and a hall, built on a novel and very convenient plan, having three rooms on a floor, with suitable provisions for master's office and teachers' rooms, wardrobes, play-rooms in basement, etc. J. F. Ober, Esq., is the architect.

CHARLESTOWN. — A native French teacher is to be employed in the High School.——The superintendent read his semi-annual report at the last meeting of the School Committee, from which it appears that the schools generally are in good condition, and that a spirit of progress exists among the teachers. Charlestown has done much in the introduction of drawing into her schools; and the merits of the drawing master, Prof. Lucas Baker, have secured him a professorship in the Normal Art School.

CAMBRIDGE.— Charlotte A. Brown is appointed as assistant in the Putnam School. Eliza M. Huzzy in the same school. Emma Knights in the Gore School. —— Dr. A. C. Smith is to teach penmanship in the Primary Schools the remainder of the year.——Anna W. Averill, of the Thorndike School, has leave of absence for two months, because of sickness. —— The salaries of the female assistants in the High School is to be increased two hundred dollars each. The other female assistants are to be divided into two grades, receiving $900 and $1,000 respectively. The committee failed to elect a superintendent.

CHELSEA. — Miss Lydia Whiting was elected head-assistant in the Williams School.——Miss M. Estella Weston has been a successful teacher in the Williams School for five years, and on the first of November resigned to prepare for other duties. —— Miss Nickles, a successful teacher of Revere, has been elected to fill the vacancy.—— Eli Veazie is appointed truant officer under the new law.—— Mrs. H. L. Weaver is elected as teacher in the Carter School.——Miss M. R. Baker, as teacher in the Central Avenue Primary School. —— Miss Emily P. Rudd, as teacher in the Carterville Primary School. —— Miss Mary W. Whiting as assistant in the Williams Grammar School.—— Miss Addie E. Merrill in the Carter Grammar School. —— Chelsea has de-

cided to appoint a Superintendent of Schools.

WOBURN. — The progressive committee of this thriving town are always abreast the most advance movements of the day. Their last step was a most gratifying evidence of the wholesome influence of the superintendent. The committee have availed themselves of the law passed by the last Legislature, and voted to supply all the school text-books used in the town. We believe this is the first town that has succeeded in passing such a vote.

FARM SCHOOL ON THOMPSON'S ISLAND. — Mr. A. H. Powers, who has been at the head of the school since Mr. Frank A. Morse left, has resigned, and is to teach in Bridgewater.—— Mr. Louis H. Decker has been promoted to the principalship of the school, and Mr. Walter Hoxie succeeds Mr. D. as assistant. This school has been the nursery of some of the best teachers of the State.—— Several Boston teachers served an apprenticeship as teachers on the Island. Superintendent Morse is a capital man to work under.

SOMERVILLE. — The Committee have asked the City Council for additional school accommodations in the Prescott School District. —— Miss Clara Bagley has been elected a teacher in the Edgerly School. —— Miss Ellen F. Crocker has been substituting in the Lincoln and Prescott Schools.

NORTH BRIDGEWATER. — This town is rising in the scale of educational towns. The superintendent, Rev. C. Wood, gives all his time to the supervision of the schools; and E. Parker, Jr., of the High School, continues a popular and efficient teacher, giving character to all the schools. J. J. Prentiss has recently been appointed principal of the South School.

WEST BRIDGEWATER has tried the economical plan of paying no teacher, with a single exception, more than eight dollars a week; and the experiment has pretty thoroughly *tried* the committee, parents, and pupils.

READING. — The Preparatory High school is obtaining money to purchase a library by a series of entertainments. —— Miss Addie Howes is appointed assistant in the Centre Grammar School.

TAUNTON. — The Evening Drawing and Factory Schools were reopened for the winter on the second Monday in November, under the supervision of Dr. Waterman, Superintendent of Schools. The committee were fortunate in securing the services of Mr. J. T. Meats as principal of the Industrial Drawing School. His associate teachers are Messrs. J. F. Park, G. B. Wilson, W. R. Billings, F. W. Dean, S. E. Tinkham. The school numbers two hundred students, and is taught four evenings per week.—— Evening schools are opened at the centre of the city and at the Weir village.

Resignations. — Miss Louisa L. Bassett, for several years the able assistant to the principal of the Cohasset Grammar School, Miss Annie H. Presbrey, of the Plain School, Miss Mary Caswell, of the Weir Intermediate School, to go to Ann Arbor, Michigan.

Appointments. — Miss Ellen F. Leach fills the vacancy caused by the resignation of Miss Bassett.——Miss Ellen F. Rhodes takes Miss Leach's place in the fourth grammar class of the Cohannet School.—— Miss Mary W. Macomber is appointed as principal of the School-street School.—— Rev. Stephen M. Newman and Mr. Joseph Dean have been elected to fill the vacancies in the School Committee caused by the resignation of Rev. Geo. D. Miles and Miss E. F. Padelford.

OUR EXCHANGES.

"THE CHRISTIAN UNION" continues its welcome visits. Every reader of this independent Christian paper can but admire its independence, liberality, and breadth. James Freeman Clarke, Leonard Bacon, Harriet Beecher Stowe, J. S. C. Abbott, Geo. H. Hepworth, and a host of other writers say their best things through its pages.

"THE ILLINOIS SCHOOLMASTER" presents a readable number for November.

"THE CONNECTICUT SCHOOL JOURNAL" is as good as ever.

"THE AMERICAN JOURNAL OF EDUCATION" has an actual circulation of twelve thousand copies monthly; it needs no better recommendation. The editor has a way of putting things that make them readable.

"THE MAINE JOURNAL OF EDUCATION" has a capital article on free text-books.

"THE CALIFORNIA TEACHER" devotes the number to the report of the Superintendent.

"THE NATIONAL NORMAL" says some true things sharply concerning "College Teaching *versus* College Professors." Such articles are needed in many departments of education.

"THE MICHIGAN TEACHER" prints one of our best articles, giving due credit.

"THE COMMONWEALTH" is Boston's standard in matters of statesmanship. Not that Mr. Slack directs or controls public sentiment directly, but in his cool-headed way he gives us, as a rule, the political views which the disinterested accept. We have read no better editorial on "The Virginius Affair" than his of Nov. 15th.

"THE INDIANA TEACHER" improves steadily. The November number is capital.

"THE R. I. SCHOOLMASTER" presents some capital things in "Notes from the School-room."

"THE NATIONAL TEACHER" says some good things editorially concerning "class drill in oral spelling."

"THE PENNSYLVANIA SCHOOL JOURNAL" says some of the best things on Normal Schools that we have yet read. Mr. Wickersham pleads for a sufficient number of Normal Schools to supply all the Schools of the State. *A Normal school is incomplete without a Model school*; it is like learning to swim without going into the water.

Books.

A SCHOOL MANUAL OF ENGLISH ETYMOLOGY AND TEXT-BOOK DERIVATIONS, PREFIXES, AND SUFFIXES. With numerous exercises for the use of schools. By Epes Sargent. Published by J. H. Butler & Co., Philadelphia.

At the present time, when teachers in our High Schools, at least, are trying to teach something of English etymology, no book is more wanted than a systematic treatise on this interesting subject, adapted to use in the school-room. Trench and Marsh have done much to interest teachers in etymology; but their works, not being intended for the school-room, have lacked the system which such adaptation involves.

Mr. Sargent has made a school-book, well arranged, and containing almost everything necessary to a complete etymological analysis of English. Even persons unacquainted with Latin, Greek, Anglo-Saxon, etc., will be greatly aided by this book, and may obtain from it such a knowledge of the language as our popular grammars do not even aim at. Every teacher, whether of a High or Grammar School, should have it; and it is conveniently arranged for a text-book in our High Schools.

We have received from Scribner & Co., New York, the "St. Nicholas," an Illustrated Magazine for Girls and Boys, conducted by Mary Mapes Dodge. If the first number is a fair specimen of what this magazine is to be, we do not hesitate to say that it will soon be found in every household where there are girls and boys of any age. It presents a beautiful appearance. The illustrations are superb; and the reading matter is such as girls and boys like, and such as we like to have them read. The only way to get rid of the miserable trash that our girls and boys devour, is to give them something that improves their taste. When a boy has had good ripe fruit, he

seldom relishes green fruit and crab apples.

THE STORY OF GOETHE'S LIFE. By Geo. Henry Lewes. Abridged from his "Life and Works of Goethe." Published by James R. Osgood & Co.

It was a shrewd suggestion of the publisher to Mr. Lewes, to make this abridgment, as it will find its way where the "Life and Works of Goethe" would not lead, but will be pretty sure to follow. The Life of Goethe has long been recognized as one of the very best biographies in the language; and now, being divested of the criticism upon works "written in a foreign language, and but partially accessible through translations," it will be read by every intelligent man or woman who wishes to know something of the characteristics, and the prominent events in the career, of the German Shakespeare.

FIRST SERIES IN MUSIC: A course of instruction prepared for the use of schools. Fourth Book. By Geo. B. Loomis. Published by Ivison, Blakeman, Taylor & Co.

This is a neat little volume, constituting the fourth of a series, designed for Primary and Grammar Schools. We have not seen the other numbers; but, judging from this, it seems to have been prepared with good judgment and good taste. The music, though not difficult, is of a high order; and the author has judiciously discarded the senseless doggerel which disfigures so many of our juvenile singing books.

LITERARY AND SOCIAL JUDGMENTS. By W. R. Greg. Published by James R. Osgood & Co.

Those who have read the "Enigmas of Life," will require nothing to induce them to add to their collection "Literary and Social Judgments," by the same author.

The first article, on Madame De Staël, at once arrests the attention, and holds it, and introduces us almost into the immediate presence of some of the most distinguished individuals and interesting events of her time. The clearness of the author's style, without any exaggerated straining for effect, gives us a perfect picture of the characters and scenes delineated. Then follows an article of great value, in which, in the language of the "Nation," "he has endeavored to bring back the thoughts of the world" to some of the social problems, which, in most minds, seem to be settled, but the present solution of which is not satisfactory. The whole book will commend itself to thoughtful readers by its choice of subjects, its style, and the candor and discrimination of its literary and personal judgments.

INTRODUCTION TO ENGLISH GRAMMAR. An Easy Method for Beginners. By Harriet S. Long. Published by J. B. Lippincott & Co.

This book possesses one merit, at least,—it is small. The author "lays no claim to novelty." She simply tries to divest grammar of much that makes it distasteful.

It is not precisely the system that we should recommend to teach children "to speak and write the English Language correctly."

If the object is to teach pupils to *parse*, we think it well adapted to that purpose.

The descriptions — we can hardly call them definitions — are brief, and illustrated by easy examples; and the pupils are not confused by the introduction of difficult combinations.

Then the catechetical form makes it more attractive to the young.

If it is desirable to teach the technicalities of grammar to young children, we think this book will be found very convenient.

THE PAYSON, DUNTON, AND SCRIBNER MANUAL OF PENMANSHIP. Published by Woolworth, Ainsworth & Co.

This is a complete manual for the teacher of penmanship, containing suggestions on the manner of teaching, position, movement, pen holding, and whatever can aid the teacher and the pupil.

DOING HIS BEST. By J. T. Trowbridge. With Illustrations. Published by James R. Osgood & Co.

This is an excellent boy's book, with a strong flavor of the country, and of the old district schools. It presents a vivid picture of the scenes through which Jack Hazard passed, sketched by one who has not forgotten that he was once a boy. Being "touched with the infirmities" and peculiarities of boyhood, Mr. Trowbridge secures the unfaltering interest of his readers. It will have a great sale at Christmas.

TROTTY'S WEDDING TOUR AND STORY BOOK. By Elizabeth Stuart Phelps. With numerous Illustrations. Published by James R. Osgood & Co.

It is enough to say by whom this beautiful book was written, to enlist the at-

tention of all in search of a good healthy book for children. The publishers will receive the thanks of the boys and girls for the charming style in which they have issued it.

OXFORD'S SENIOR SPEAKER. A collection of exercises in declamation, recitation, and representation—for advanced classes. With ninety portraits and illustrations. By Wm. Oxford. Published by J. H. Butler & Co., Philadelphia.

This book contains an excellent selection for elocutionary practice, from the greatest orators and best writers. Almost every species of literature is represented; and the selections, whether of prose or poetry, seem to be judicious and in good taste.

The dialogues will be found interesting; and reading and speaking them will, we think, do more for "expression," including inflexion, emphasis, and quality of voice, than any definite rules. The book, we doubt not, will be a favorite in our High and Grammar Schools.

THE AMERICAN EDUCATIONAL READER No. 5. Arranged and graded for the use of schools. Published by Ivison, Blakeman, Taylor & Co., New York and Chicago.

We have already spoken of the first four numbers of this series, and this contains all the characteristics of those numbers. The selections are fresh, from the best works of our best authors, and well adapted to the wants of the school-room.

The illustrations are very fine, and must be a great aid to the imagination of pupils, without which there can be no good reading.

They help the pupil to see, "in his mind's eye," the scenes described. We regard pictures, when they are really *illustrations* of the text, as of great educational value.

MARJORIE DAW, AND OTHER PEOPLE. By T. B. Aldrich. Published by James R. Osgood & Co.

If Mr. Aldrich had written nothing else but Marjorie Daw, his reputation would have been secure. He is acknowledged to be the prince of story-tellers; but he is more than this. Marjorie has taken her place among the creations of genius; and, notwithstanding her brief earthly existence, she will appear among the "Noted Names of Fiction" in Webster's Dictionary.

The "Other People" are all interesting and delightful in their way, but Marjorie is our favorite.

EDUCATION ABROAD, AND OTHER PAPERS. By Birdsey Grant Northrop, LL. D., Sec'y of Connecticut Board of Education. Published by A. S. Barnes & Co.

About half of this book consists of the article by Dr. Northrop, on the question of "The Education of American Youth Abroad," and the opinions of most of the leading educators of our country on the subject. It is a valuable contribution to our educational literature, and seems to us exhaustive and unanswerable. The other questions discussed are all of them practical, and discussed with ability.

KINDERGARTEN CULTURE. For the use of mothers and teachers. By W. N. Hailman, A. M. Published by Wilson & Hinkle.

Every teacher, of whatever grade of schools, will be benefited by an acquaintance with Froebel's system. It is true his methods are chiefly adapted to a system of schools that do not exist in our public school course. It most nearly approaches our primary school system; but the question is still an open one, whether it shall constitute a new grade below the present primary, or supplant the earlier part of the primary course, and modify that of the more advanced. We confess to a doubt, ourself, on this point; but we have no doubt that Froebel's principles will do much to leaven the whole primary and grammar school course. Its fundamental principle, "doing" before "knowing," and as a necessary antecedent of knowing is not new,—the Great Teacher announced it,—but it is a principle that teachers are so prone to forget, that it needs to be stated anew every generation, and even then startles many a teacher as an original idea. We remember, ourself, when young, being struck with the terse statement of one of our best thinkers, that "Only so much do I *know* as I *live*." This fundamental principle, with its multitudinous applications and adaptations to a full development, we take to be the spirit of Froebel's system. The book before us will be found interesting and valuable, as showing some of the earlier methods of applying this principle in education. All teachers may learn much by a careful perusal of this book; and primary teachers especially will find much in its methods of practical value.

SEX IN EDUCATION; OR, A FAIR CHANCE FOR THE GIRLS. By Edward H. Clarke, M. D. Published by James R. Osgood & Co.

We think this not only the most important contribution to the vexed question of "the relation of sex to education," but one which, unless the Doctor's physiology is at fault, must lead to some modification of the High School course, and become an important element in the question of the co-education of the sexes in our colleges. The author leaves the beaten track, which has been travelled over again and again, of the intellectual ability of girls to compete with boys, even in the college course; admits, in fact, that they can, but insists on purely physiological grounds, that it cannot be done *in the same way*, without doing violence to an important function of females, at the most critical period of their lives, and often entailing upon them a life of disease and pain.

The male organization, he assures us, is adapted to constant effort and persistence; while in the female there is a periodicity that calls for occasional relaxation, which cannot be violated with impunity. While, therefore, the Doctor admits that the girls can compete successfully with the boys, he denies that this can be done safely in schools similarly organized, and organized for the regular, unremitting, persistent effort adapted to the male sex.

TECHNICAL EDUCATION: What it is, and what American Public Schools should teach. An essay, based on an examination of the methods and results of Technical Education in Europe, as shown by official reports. By Charles B. Stetson. Published by James R. Osgood & Co.

The appearance of this book is most opportune. The matters discussed in the essay, and the "official reports," from which Mr. Stetson has quoted largely, pertain to that department of education to which all eyes are now turned.

We know of no source from which one can get anything like the information on industrial education in Europe, that Mr. Stetson has given us. The essay is valuable for its suggestions in reference to our wants in this regard. Mr. S. is a gentleman of ability, and of much experience as an educator.

In this work, he has gathered facts relating to industrial education in Europe, giving us the benefit of their experiments, of the failure or success of methods which have been tried in all their schools for the promotion of popular education. The reports cover the whole field, from the Primary to the more advanced,— the Sunday schools, the apprentice schools, the schools of arts and trades, popular lectures, and museums, detailing the methods of instruction in each, with apparently candid statements of failure and success.

PLAYS OF SHAKESPEARE. Selected and prepared for use in Schools, Clubs, Classes, and Families. With Introduction and notes. By the Rev. Henry N. Hudson. Vol. III. Boston: Ginn Brothers.

The plays contained in this volume are, "A Midsummer Night's Dream," "Much Ado About Nothing," "King Henry VIII," "Romeo and Juliet," "Cymbeline," "Coriolanus," and "Othello."

The first two volumes of "Hudson's School Shakespeare" have already been noticed in the "Teacher." Not much need be said about the third volume, which is prepared on the same plan as the others. We should not, however, be doing justice to our high appreciation of the value of Mr. Hudson's labors in the field of Shakesperian annotation and criticism if we did not take this occasion to call renewed attention to his works. For class or club use, we prefer them to any others. The notes are all good, judiciously selected, and helpful to the student; and further, they are on the same page with the text, the place where they will do the most good. The text has been carefully pruned, so that it may be used in mixed classes without giving offence to the most delicate sensitiveness. The introductory remarks to each play are just what is needed to introduce the reader to the *dramatis personæ*, and give him an idea of the plot and its development. Great good would result from a more general study of Shakespeare in schools; and Mr. H. has earned the thanks of all educators by what he has done towards making the study general and popular.

THE VOICE, AND HOW TO USE IT. By W. H. Daniell. Boston: James R. Osgood & Co. 1873.

This is a very good book upon a subject of importance to teachers, — not merely teachers of singing, but teachers of reading and speaking as well, who certainly ought to be well acquainted with the laws that govern the action of the

vocal organs in the production of articulate speech and musical sounds. How to make the proper sounds, and how to avoid or correct the common vices of vocal utterance, are subjects that probably receive much less attention in common schools than those that relate simply to notation and expression. Articulation commonly gets a fair share of attention in the reading exercises, but is too much neglected in singing. It often seems to be tacitly assumed that the teacher of elocution and the teacher of singing have entirely distinct and separate functions. Of course reading words and sentences is a very different thing from reading musical notation; but the culture of the voice as an instrument should proceed on the same general principles, whatever be the end in view. This fact is rightly emphasized in the book before us. The author deals chiefly in his discussions with singing and singers, but much that he says is of equal concern to the reader and the speaker. The following sentence in italics will indicate what his fundamental theory is: "*Singing and speaking are, or should be, identical.*" A teacher of the voice, who follows out that theory, is no more a teacher of singing than of reading. He lays the foundation which either the elocutionist or the musician may build upon.

In the form of a dialogue between teacher and pupil, Mr. Daniell gives a good deal of valuable information regarding the various methods of training the voice, and says a good many sensible things about them. Among the subjects treated of, we take from the table of contents the following: "Method," "Register," "Cause of tremolo," "Articulation all-important," "Singing out of time," "All can become singers." On the much disputed question of register or no register, our author occupies a middle ground; and herein, as we think, he does wisely. He recognizes the fact, which none can successfully dispute, that there is in every voice a point where, in ascending the scale, a decided change is noticeable in the position of the organs. He then describes very clearly what, in his opinion, is the true method of surmounting the difficulty arising from the change of register (or whatever else it may be called). The chapter on articulation is short, but highly important. We wish every singer, professional or non-professional, might read and profit by it.

This little volume does not claim to be a scientific treatise. Technicalities are avoided as much as possible. Yet the author clearly shows his complete mastery of the subject. We can assure our readers that the book is well worth reading.

MONROE'S FIRST AND SECOND SCHOOL READERS. By Prof. Lewis B. Monroe. Published by Cowperthwait & Co., Philadelphia.

These books are prepared by one who has had experience in almost every department of education in the cultivation of the voice and elocution proper. They are made most attractive by profuse and beautiful illustrations; and the manner of using them is suggested by the author in such a way as to render essential aid to teachers. The lessons are such as will be interesting to children, and such as they will easily be taught to read with a natural and pleasing intonation. If they continue the use of this series of readers, they can hardly fall into the monotonous style which characterizes the reading of those who are drilled upon what they don't understand, and have, therefore, no interest in.

BOOKS RECEIVED.

ARTISTS AND ARABS; OR SKETCHING IN SUNSHINE. By Henry Blackburn. With humorous illustrations. Published by James R. Osgood & Co.

POPULAR SCIENCE MONTHLY. Conducted by E. L. Youmans. Published by D. Appleton & Co.

SPENCERIAN SYSTEM OF PENMANSHIP. Published by Ivison, Blakeman, Taylor & Co.

FIVE WEEKS IN A BALLOON. By Jules Verne. Published by James R. Osgood & Co.

AN ELEMENTARY ALGEBRA. By D. B. Hagar, PH. D. Published by Cowperthwait & Co., Philadelphia.

LIPPINCOTT'S and Scribner's Magazines, Old and New, and the Atlantic Monthly are received, and are without exception excellent numbers of excellent periodicals.

TROWBRIDGE is "Doing his Best" in "Our Young Folks"; and other writers are doing the same, making most attractive reading for the boys and girls.

THE TEMPERANCE DRAMA: A Series of Dramas, Comedies, and Farces, for Temperance Exhibitions, and Home and School Entertainment. By George M. Baker. Published by Lee, Shepard & Co.

SURVEYING AND NAVIGATION, with a Preliminary Treatise on Trigonometry and Mensuration. By A. Schuyler, M. A. Published by Wilson, Hinkle & Co.

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every species, from the delicate ear-ring to the huge anchor and ponderous engine, — every implement, weapon, or machine whether for peace or war. This vast museum of industrial art was supplemented by immense galleries devoted to the fine arts, and filled with the best productions of living artists.

But no such meagre enumeration as this of the contents of the Exhibition can convey anything more than the faintest conception of its extent, variety, beauty, and wealth, or of its value as a university for the study of all mankind as pupils. It has been not inaptly called a competitive examination of all nations, where the rank of each, in respect to its progress in useful and ornamental arts, was to be judged. It is obvious that nothing could be more useful than such a comparison for stimulating future progress in civilization. For one, I confess I am an advocate of universal expositions, and I am glad we are to have one in America, and that it is to take place on the centennial anniversary of our National Independence, at Philadelphia. There and then I trust we shall more than regain whatever credit we may be thought to have lost at Vienna.

The Paris Exposition of 1867 was the first that contained an educational department, and to Napoleon III belongs the credit of having suggested it; and, in view of the great interest which attended this experiment, Baron Schwartz, a most enlightened and liberal-minded man, determined, not only to follow the example of Napoleon in this respect, but to make Group 26, the designation of the educational department, a conspicuous feature of the Vienna Exposition. He was particularly anxious to procure a complete exhibition of American education, as he had acquired an exaggerated notion of the excellence of our school systems from a semi-official book on the subject, by M. Hippeau, of France. The result at Vienna showed an immense improvement on the educational group at Paris. Nearly every European government, except that of Great Britian, made liberal provision for the proper presentation of the means, appliances, and results of their educational systems, designating their most distinguished educators to serve on the International Jury for Group 26, and defraying their expenses.

In taking a general view of Group 26, it was obvious that to

Austria belonged the first rank, both for extent and excellence, as well as for orderly arrangement; the States of the German Empire came next and at slight distance, its collections being displayed in a palatial pavilion erected for the purpose by the Imperial Government. Then followed France and Switzerland with fine shows. Russia, Sweden, Holland, Spain, Portugal, Italy, Hungary, British India, Roumania, and Brazil contributed valuable and interesting collections. America stood perhaps better comparatively in this group than in any other, with the possible exception of that which comprised machinery.

But such generalities as these probably have not much interest for the great mass of the readers of the "Teacher"; they would prefer, probably, some definite and practical particulars, not caring much for a formal essay on the subject. I will therefore endeavor to select a few such items from the great mass of materials, as they lie before my mind's eye when turned to the educational courts as they appeared last July.

The National school-houses were the first objects of interest, of which there were four, the Swedish, Austrian, Portuguese, and American. The Swedish edifice was truly a thing of beauty; it was entered for a prize, not as a school-house, but as a specimen of carpentry, — a trade in which, perhaps, the Swedes have no superiors. It was designed as a model rural school-room, and a dwelling under the same roof for the family of the teacher, and it is difficult to see how it could be improved, either as to respect to workmanship or design. The natural beauty of the wood, an admirable pine, was nowhere covered up by paint. I procured plans and views of this structure, and of the Austrian school-house, for insertion in my report to the Legislature. I wish I could convey to my readers an idea of the completeness and perfection of the fittings, apparatus, and appliances with which the Swedish school-room was supplied. They were the admiration of every spectator; they were observed and studied by school-men with intense interest; often I went and took my seat in the teacher's chair to enjoy the charming spectacle; and as Bishop Fraser said of one of our own schools, I often wished that by some magic power I could put this exquisite edifice, with its precious contents, under a glass case, and transport it to our shores, for the inspection of

every lover of the common school. But what were those contents? The list would be too long for this article, and yet there was no crowded appearance. There were blackboards of the most perfect pattern and material; there were the best maps, mounted in the best way for beauty, use, and durability; there were charts for history, charts for reading, tablets illustrating natural history, beautiful cases filled with sets of specimens for teaching natural history, physical apparatus, herbariums, globes and geometrical forms, an ingenious reckoning machine, boys' muskets and uniforms for military drill; and in a small side-room an admirable folks' library for the inhabitants of the school district. The furniture for pupils consisted of single desks and seats made wholly of wood, the idea of which was carried from the Quincy School in Boston, to Sweden, more than twenty years ago, by Silgistrom, a distinguished educator, who wrote an admirable book on American education.

The Austrian school-house was erected under the direction and at the expense of an association of gentlemen formed for the purpose. It was a substantial, comely structure, two stories high, built of brick and covered with mastic. On the lower floor was the dwelling for the schoolmaster, and a good-sized room containing a great variety of illustrative apparatus, such as weights and measures, sets of specimens of natural history, beautifully arranged, and miniature models of mechanical and agricultural utensils. Here, also, was a small room furnished with three or four desks for the occupancy of pupils who might be sent from the school-room for misconduct. On the second floor was the well-proportioned school-room, furnished with double desks, which, with all the other internal wood-work, were stained with a color resembling black walnut, yet so as to leave visible, to a certain extent, the grain of the wood, thus producing a very pleasing effect. Foot-rests were provided for the pupils, an improvement which I observed also in the newer school-houses in the various German cities. Besides excellent wardrobes, there was adjacent to the school-room a commodious apartment for the use of the girls while engaged with their needle-work.

Near the school-house was a one-story building, seventy or eighty feet long, one end of which was divided into apartments

for the schoolmaster's cow, pig, and poultry, and for storing fuel; the other end was devoted to a gymnasium for use in the winter season and during inclement weather, and for a boys' workshop, which was supplied with a variety of tools for different kinds of woodwork. Near this building was an apiary furnished with several hives of "busy bees," which were probably intended as an appropriate example of industry for the pupils, and at the same time as a means of increasing the revenue of the schoolmaster. Various appropriate mottoes were handsomely inscribed both upon the outside and inside of the school-house and gymnasium. The grounds about the building, comprising perhaps half an acre, were handsomely laid out, the part in front of the gymnasium being appropriated to gymnastic exercises and play, while the rest was mostly devoted to the purposes of a miniature botanical garden and experimental farm and forestry. The ruling idea in designing this establishment was to show how to combine good taste and convenience with the strictest *economy* in building a rural school-house; and from this point of view it was certainly a marvellous success, and well deserving of a high honor.

The Portuguese school-house was very different from those described, and not at all equal to them; and yet it was highly creditable to the Portuguese nation.

In the American school-house our country gained no laurels; there was not the first sign of anything which could be called taste about it either within or without. A German pedagogist on inspecting it would not be long in concluding that the edifice with its fittings and furnishings was the product of minds which had not yet quite exhausted the whole subject of education. When the job was finished by the contractor and turned over to the commissioner, he felt at once that he had an elephant on his hands. It would be assumed of course by visitors that it was the embodiment of the American idea of a model school-house. This would never do while such a thing as the admirable Swedish school-house stood within a few rods. What was to be done? After much puzzlement, it was finally decided to put up a sign to tell all the world that this was not the best thing we could do in the way of building a school-house. But how should the announcement be worded? Here was a problem to exercise Yankee inge-

nuity. Finally it was determined to christen it the "*American* RURAL *School-house.*" So the important information was posted over the door on a tablet, which looked as if it had been gotten up by robbing some American school-house of the most rural type of its oblong wooden blackboard, and chalking upon it in Roman capitals the important words.

In external appearance it had a general resemblance to some of the district school-houses of a somewhat modern date which one might find in some of the most educationally backward country-towns of Massachusetts. It was clapboarded and painted a light gray color. It contained a school-room, a smaller apartment, and two entries. To its credit it should be said that the school-room was of fair size and proportion; and I believe this is the only thing that can be said with truth in its favor. It was badly lighted, having windows on the three sides instead of one, or at most two; the windows were absurdly narrow; to show that we Americans do not forget ventilation, two very diminutive iron ventilation registers were placed in the wall, one at the top and the other at the bottom, which reminded me of a rural school-house in a New-England State of which I knew, the ventilation of which was attempted by means of an inch-and-half lead pipe, leading from the ceiling to the roof. These registers opened into *no ventiduct*, although there was a dummy ventilating cap on the ridge-pole of the building. The walls and ceiling were covered with canvas instead of plaster, and this was papered with a somewhat showy wall paper; portions of this paper on the wall being painted black to represent blackboards. Some maps and charts were hung on the walls without regard to system or completeness, and some miscellaneous school-books were scattered about on the table and desks. The platform was covered with a Brussels carpet which was not remarkably congruous with the notion of a rural school. The rest of the description of this school-room would consist mainly of an enumeration of the desirable things which it did not contain. Owing to its favorable location and the remarkable sign over the door, it naturally had many visitors, but it is doubtful whether it will be much copied either at home or abroad.

In passing through the educational courts of different coun-

tries the American visitor would, I think, be struck with the varied and profuse display of the cunning work of school-girls' hands. If he should go into one of the rooms of the Swiss department he would find huge portfolios, to the leaves of which were attached in a tasteful manner a great number of useful and ornamental articles of needle-work, made by school-girls; and this was but a type of what might everywhere be seen. I neither saw nor heard of a girls' school in Europe where the education of the hands was not carried on in connection with the education of the brains. In the most famous High School for girls in Berlin, I saw in the school-room occupied by the highest class a large table for cutting out work, and an American sewing-machine. In respect to this branch of practical education, it seems to me that American educators might learn a profitable lesson from the example of Europe.

In the matter of school furniture, I think America may justly claim the pre-eminence. The twelve single desks and chairs in oak, representing all sizes, from that of the lowest Primary to that of the Normal School, from the establishment of Joseph L. Ross in Boston, which were symmetrically arranged in the alcove appropriated to the Boston collective educational exhibition, were the admiration of every observer, and their number was millions. It was no doubt the best furniture yet produced in the world, and yet it was taken out of the shop just as it was made for sale to customers in the ordinary way. All this furniture was disposed of in specimens to be placed in industrial and educational museums in different parts of Europe. When I told European educators that this was a sample of the furniture provided for the use of every pupil in Boston, they were greatly astonished, and often remarked that it was an evidence of the inexhaustible wealth of America.

The city of Washington contributed a real gem to the American department, in the shape of the beautiful fac-simile model of the noble Franklin Grammar School-house in that city, at the expense of at least a thousand dollars. The city of New York sent a very creditable collective exhibition, comprising several cases of text-books and drawings, reports, volumes of scholars' work, statistical charts, and stereoscopic views of the interior of

school-rooms. The latter were very fine, and attracted much attention. Chicago, Cincinnati, Cleveland, Springfield, Ill., and some other Western cities sent very elaborately prepared specimens of scholars' work in numerous large volumes, richly bound in full russia; but unfortunately they received no credit for these in the way of prizes, as the International Jury found it impossible to examine and determine the relative merit of scholars' work from elementary schools, so great was the mass of it sent from different countries.

The exhibition of appliances for instruction in geography was very interesting and valuable. From Switzerland and Germany there were very fine relief maps and globes. The atlases produced in Germany are vastly superior to any yet published in America, and are at the same time extremely cheap. There were individual wall maps in the German department of great excellence and beauty; but there was no whole set so extensive or so good as Guyot's largest series, which adorned the walls of the American court.

The government of Würtemberg recently appointed Professor Bopp, a distinguished professor in the Polytechnic school in Stuttgart, to systematize the study of physical science in the elementary and secondary schools of that kingdom. A set of physical apparatus devised by him for the use of elementary schools was on exhibition, and attracted much attention on account of its simplicity and cheapness. But there was no set of philosophical apparatus for the use of common schools that could bear a comparison either in respect to excellence or completeness with that of the Messrs. H. B. and W. O. Chamberlain, which was comprised in the Boston collection.

The limits prescribed for this article will permit me even to mention only a few of the interesting features of the exhibition, but I must not omit that of drawing, which was eminently conspicuous. In this branch the American court was sadly deficient, — in fact, absolutely nowhere in the competition. I wish American teachers could see the large portfolios of splendid drawings sent from the elementary schools in Paris, containing admirable specimens on a large scale of free-hand outline and shading, and of geometrical, machine, and architectural drawing.

The productions from the Real Schools of Vienna alone were enough to constitute a splendid exhibition. A mere glance at the extensive and meritorious contributions furnished from the numerous polytechnic, bau-gewerbe, and industrial art schools of Germany, Austria, and Switzerland afforded abundant evidence that industrial art education had made great progress in these countries. As yet America has done but little in this direction, indeed scarcely the first step has been taken.

The Jury very justly awarded the Grand Diploma of Honor to the National Bureau of Education at Washington; and General Eaton, the able and devoted United States Commissioner of Education, deserves the chief credit for whatever of success attended our American educational exhibition at Vienna, while he is in no degree responsible for the imperfections of the American school-house.

The Grand Diploma was granted to the State of Massachusetts in view of the evidence of what was done and is doing here for education as presented in the complete sets of State and municipal reports contributed to the exhibition. The same honor was unanimously and cheerfully granted to Boston. If the effect of these honors shall cause us to relax our efforts for the continued improvement of our schools, they will prove an injury rather than a benefit.

A CRITICISM.

When Dr. Holmes, the prince of satirists, called Boston "the hub of the universe," he gave expression to an idea which, though perhaps unacknowledged, readily found a response in the hearts of Bostonians. No one can deny that the people of Boston are proud of their city. Nor, it must be conceded, is the feeling without foundation. In business enterprise she knows no rival; the lines of elegant buildings rapidly approaching completion in the Burnt District show what the tact and ability of her merchants can do even when their resources are crippled; and the medals assigned at the Vienna Exposition bear witness to the nations that she holds an honorable place among the cities of the world.

With ready and noble generosity she responds to calls of distress from East and West; so that we may say she is the headquarters of charity for the world. In every department she aims to be a leader; and within her ample limits she gathers whatever may add to the graces of polite society or the charms of a literary career.

But it is chiefly of her public school system that Boston is proud. No pains, no expense is spared that her children and youth may obtain a good education. Not only those branches which our fathers considered essential are taught to each of her children, but music and drawing, once regarded as accomplishments, are now found in the curriculum of every public school in the city. Her school-buildings are large and costly, and their appointments are limited by no mercenary counting of dollars. Her citizens are ready to pour out their money like water that their crowning glory, the public schools, may keep the high rank they have deservedly attained. How Boston regards her public schools is shown by the fact that strangers and royal magnates enjoying her hospitality are taken to visit them.

Since all these excellences are conceded, one may with better grace call attention to a defect existing in the Girls' High School, the highest eminence in the mountain-range of learning which girls, by the free gift of the city, can attain. Munificently as Boston has provided for the education of her sons, she has thus far failed to meet the demands of her daughters for a higher education. Many girls to-day are turning longing eyes to the college doors, and they have a right, equally with their brothers, to be fitted at the public expense for these higher institutions; but the startling fact remains that in Boston (with the exception, perhaps, of some of the recently annexed districts) no girl can be fitted for college at the public school. To-day, while hundreds of young men are fitting for college in the Latin School, those girls who would gladly share their studies are debarred the privilege; and the few whom circumstances have rendered independent of the public schools for their education, are studying Greek in private schools.

From the last Quarterly Report of the Committee of the Girls' High School, it appears that the amount of Latin there taught is

insufficient to fit a pupil for college, and that the Greek language is not even recognized; yet this same report opens with the remark that "the school is in a satisfactory condition, so far as the course of instruction is concerned." Can it be that all concerned are *satisfied*, when girls are obliged to go to expensive private schools to learn what is freely offered to their brothers?

Just here it will be pertinent to consider the boasted superiority of Boston schools to suburban schools. In the matter now under discussion the superiority will at once be seen to be in the suburban institutions. In one High School near Boston, for several years there has been no class in Greek composed exclusively of boys; and the girls of these classes not only study Greek, but take the full course preparatory to college, and graduate with honor. The experiment in this school has demonstrated the ability of the girls to do this work; they are usually found to lead in their respective classes. Nor is the school thus referred to a solitary example. In every direction from Boston the High Schools of the neighboring towns recognize the need of the higher education for girls, of which so much is said at the present time, and offer to all their pupils, without distinction of sex, the opportunity to pursue those studies, the knowledge of which shall yet prove to girls, as it has already proved to boys, the "open sesame" to unbar the college doors.

It may be objected that in towns where the sexes are taught in separate schools, as in Boston, it would involve great additional expense to supply, in the girls' schools, teachers competent to fit pupils for college. If money, which is so lavishly expended for exhibitions, school festivals, and the like, cannot be raised for this nobler object, what a powerful argument do we have in favor of coeducation!

Another objection to fitting girls for college may be urged: it may be said that, while Harvard College persistently refuses to admit young women to its privileges, and many other colleges of less note follow the example thus set, it is not worth while to try the experiment. Yet facts are stubborn things; and the facts remain, that girls, unable to go to college where they would, will and do go where they can; that many colleges have already thrown to the winds distinctions of sex, as well as of color; that

in our very midst the new Boston University offers alike to both sexes its privileges, its honors, its diploma; and that to-day many an earnest young woman, impelled by a noble desire for knowledge, rejected from the school where she would show herself her brother's rival, is fitting herself for college in a private school, or under the direction of a private tutor.

Ought these things so to be? Is it not worth while that Boston, the queen city of our State, should vindicate her claim to be a leader in educational matters? Let her remove this blot upon her fair fame, and, actuated by right and justice, proclaim to all the children and youth within her borders, equal opportunities to develop the intellectual faculties which God has given them.

SIGMA.

WILLIAM RUSSELL.

SAYS Mr. Barnard:—

"Mr. Russell commenced his seminary in Lancaster, with liberal aid from the local friends of education there, with the assistance of a numerous and superior corps of instructors, and with a promise of entire success. But the highly liberal course now adopted by the State of Massachusetts in establishing State scholarships in her colleges, for the benefit of young men intending to devote themselves to the business of teaching in the public High Schools of the State, and in the generous encouragement given to students of both sexes in the State Normal Schools to extend their course of professional study, has, to a great extent, superseded the necessity of any private establishment for the higher professional training of teachers."

Mr. Russell proposed to call the institution he was establishing the New England Normal Institute. Few persons have ever begun such a work with higher qualifications, a richer experience, or with nobler views. He had received his education in one of the highest colleges in Great Britain, and obtained a very high rank in every department of study. His long residence in New Haven, Cambridge, and Boston had given him opportunities of knowing the modes of instruction and discipline in some of the highest literary institutions in the country; he had

seen their successes and their failures, and known or conjectured the causes; and his thorough education and extensive and thoughtful reading, with his wide and varied experience, had richly qualified him to teach and superintend teaching in every department. It was no presumption which led him to call the institution he was establishing the NEW ENGLAND NORMAL INSTITUTE. How is it to be regretted that an institution so planned, and to be so conducted, to be established in the most beautiful town in New England, should have been allowed to fail.

His views in regard to important points in the work of teaching, are best learnt from himself, from his Address at the opening of the Institute. Read what he says of a cause for the advancement of which he had done as much certainly as any other individual:—

"The slightest survey of 'the steps of New England's advancement' is sufficient to show that the particular direction which the great current of intellectual progress is, at present, taking, in this favored region, is that of *a more extensive and a more effectual course of professional preparation, for those who present themselves as candidates for the arduous office of instruction.* On this point, the intellectual, the moral, and the political strength of our whole community of New-England States, and, indeed, to a great extent, of our national Union, is at present bearing with a centripetal force at once conservative and impelling.

"We wish to offer, also, to our students who may aim at places as instructors in the higher seats of learning, a wider range of intellectual culture than the State can be justly expected to furnish to those who are candidates for the charge, only, of our common and high schools. We wish, moreover, to meet the wants of individuals who possess, perhaps, the advantages of a superior education, and who are desirous of entering the field of useful labor, as teachers, but whose circumstances are not met by the arrangements proper to our State Normal Schools."

"The adequate training of teachers for *private* schools, even of an elementary character, will require the addition of instruction in branches not demanded by State legislation.

"The instructors, too, of schools of a more elevated character, as to extent of teaching, and particularly of schools in which

the teacher is at liberty to mould or modify the character of his school, according to the views of his own mind,—these require all the advantages arising from *such an extent of preparation in various subjects, as shall best serve to furnish adequate means of giving direction and distinctive tone to the professional labors of the individual.*"

"It is our earnest desire, while we leave unsatisfied no immediate want of the teacher's vocation, to afford a wide and elevated scope to all minds which take an interest in the ceaseless enlargement of the sphere of education, and the progressive advancement of the art of teaching."

"We propose to render our humble tribute of aid to the grand meliorating movement by which the field of education has been so enlarged, as to embrace not merely the understanding and the memory, but *the conscience, the imagination, the taste, the heart, and the will, as the great sources of character.* We wish to aid in furnishing activity, also, and skill to *the eye* and to *the hand*, as well as to the *voice.*"

"Our endeavors to mould the mental character will be founded on the principle, that *all true intellectual progress is a growth and a life.* Our prevalent school regimen does not train the mind to the freest, fullest, strongest exercise of its own powers,—generously trusting to its ability, thence derived, to apply itself to details. The teacher insists on details as the prime objects of acquisition, from the very first, and thus dwarfs and distorts, too often, by premature and unseasonable effort, the whole intellectual character."

"In school exercises, there has been a neglect of proper training to habits of orderly exactness, of personal neatness, of systematic action, of thorough-going instruction, of attention to details, of the practical application of principles,—in one word, of true teaching and true learning."

In the following passage, we find him, twenty years ago, insisting upon elementary principles of instruction in the earliest education which are just coming prominently forward.

"Previous to a course of discipline on arbitrary geometrical forms, like those of *letters*, the infant mind should have been first trained on the natural forms of life, in *plant* and *animal* around

it, by being furnished with a due number and variety of these, for *observation* and *classification* and *description*, individually, and in interesting and instructive groups. A long course of silent, but most effectual, as well as pleasing cultivation, should have followed on inanimate *objects*, on *models* and *pictures* of objects, before the unmeaning and highly arbitrary forms of *letters* were presented at all.

"We have arranged our course of studies for teachers, so as to secure attention to a *regular, orderly, and progressive development of the mind.* We suggest the deferring of the theoretic study of language, for example, till the learner shall have had opportunity of acquiring a good elementary knowledge of *the objects, facts, and phenomena of nature, and their relations.* These are the only real basis of thought and language.

"Objects — thoughts — language; these form the successive steps in the order of nature, in the experience of the mind, and in the history of speech.

"To secure the benefits of a thoroughly practical course of intellectual development, by founding it on things real and actual, we have made provision for that *elementary study of natural objects*, which, by its simplicity, and its proper limitation, as well as its gradually progressive character, seems best adapted to the wants and circumstances of the young minds of which our students are, in due season, to assume the guidance. Nor does this course require any expensive or formal apparatus for its purposes. Magnitude, form, color, weight, distance, are everywhere around us, soliciting our attention. The wayside flower, the pebble at our feet, the tree of the forest, the mountain in the distance, the tints of cloud, of foliage, and of blossom, the exhaustless variety of form in plant and mineral, are everywhere inviting us to study. In these directions the young mind is athirst for knowledge, and is ever craving it as aliment and gratification. On such *data* do we all begin our formation of ideas."

Then as to the formation of purity and nobleness of character, so apt to be neglected in the course of education:—

"To purify, to elevate, to hallow this forming power of the soul, and thence to sway the *will* and touch the *heart*, the true teacher can rely on no influence so effectual as that of *enlightened con-*

science; and his steadfast endeavor will ever be to aid, for this end, an early impression of the lessons of the great books of Creation and Revelation, and the historic page of Providence."

"The chief resources of the teacher, as regards *moral influence*, are his *personal judgment, skill, and tact.* By these he is enabled to keep his pupils in a pure and genial and invigorating atmosphere of feeling, which secures and cherishes the healthy growth of disposition, principle, and habit."

"Teachers whose heart is in this part of their duties, and who have the culture and the skill requisite to interest a juvenile audience in a story or an anecdote, are quite competent to select such a succession of these as shall serve to hold up a train of noble examples for imitation, and to infuse a sympathetic desire for virtuous action."

"No term should elapse, in any school, without the pupils hearing some observations from their teacher, or entering into familiar conversation with him, and with one another, on every one of the great primary virtues of childhood, in the relations of personal action, and of home and school duties. If 'the undevout astronomer is mad,' surely the teacher is not quite sane, who, with the stars over his head, the wild flowers under his feet, God's great 'stone book' lying open before him, the wonders of the human frame, and the manifestations of immortal mind, living and working around him, feels no desire to awaken, in the soul of youth, a thought of the All-creator, or who suffers the volume of sacred Truth to lie a dead letter on the school desk, without an endeavor to attract the attention of his pupils to its lessons of Divine wisdom and love."

"A calm, collected, and concentrated attention depends, to a great extent, on an unexciting atmosphere, on regulated diet, on due intervals of rest, alternating with stirring activity and inspiring recreation. A clear mind depends on an undisturbed brain, unharassed nerves, and unexhausted muscles."

"To make the whole course of education, whether in its physical, its intellectual, or its moral relations, what it should be, it must be rendered a succession of genial, earnest, arduous, personal efforts on the part of the pupil. The skilful teacher is he who shows others how to educate themselves, and induces them to do so."

In his earnest recommendation of instruction in music and drawing in all the schools, Mr. Russell says: —

"The instructor who can illustrate his ideas by employing even the humble degree of skill required for chalking on the blackboard, has an immense power over the attention of a young class; he can secure it with inevitable certainty, and hold it long, without weariness or wandering. The hand of the accomplished draughtsman converts the blackboard into a graphic encyclopædia for the intellect, a pictorial tablet for the imagination, or a moral dramatic scene for the heart."

Speaking of drawing, he says: —

"It is a most delightful expedient for bringing into our schoolrooms the presence of Beauty and Pleasure, in their purest forms, and walking hand in hand with our two more familiar New-England friends, Industry and Utility."

Observe what he says of the deficiencies of our schools: —

"Is it not too generally the case, that at present even the young New-England farmer leaves school utterly ignorant of the great facts of the creation, of the stars over his head, of the soil under his feet, and its vegetable productions, of the composition of the very air which he breathes, of the organization and habits of the animals around him, of the structure of his own frame, of the primary laws of health, by which it may be kept in available vigor — the very foundation of his usefulness or success in his vocation?"

And observe what, according to Mr. Russell, ought to be the capacity and the aim of a teacher: —

"In the special training of the *teacher*, regard must ever be had to the influence which he is to exert as *a mental benefactor* of his pupils, not merely as regards the book-lessons which he is to require of them, but the friendly communications which he is to hold with them, in the intervals of formal school exercises."

"A graduate of one of our colleges gave his school an admirable elementary course of geology, and one on botany, during the pleasant excursions of Wednesday and Saturday afternoons. Another expended money, not less liberally than time, in giving his pupils a brief course of evening lectures, once a week, on some of the most simple and useful facts exhibited in the science

of chemistry. Another, still, led his young charge, at his own expense, through an outline course of Mitchell's edition of Burritt's elementary study of the heavens; and yet another of these unostentatious philanthropists led his youthful class, to their great delight, down the current of history, by means of a series of original diagrams, commencing with the prominent facts of sacred history, and following the stream of time downward to our own day. The interest taken in this series of practical lessons was strong enough to bring individuals, twice a week, on winter nights, from the comfortable fireside, miles distant from the school-house."

"The ability to teach depends on the ability to state and illustrate principles, to define ideas, to explain difficulties, to give impressive utterance to thought, to deliver, occasionally, an eloquent address, to discuss, at a professional meeting, subjects involving the daily business of the teacher's life, and the progress of the young minds dependent on the offices of instruction."

After urging the study of "*the best portions of our own literature*," and the manifold uses as a mental discipline of a faithful study of the ancient languages, Mr. Russell adds:—

"But it is not merely from their effect in disciplining the mind that the Greek and Latin languages are of value to the teacher. To him they have a peculiar worth as treasures of acquisition upon which he is to draw in the daily business of teaching, in deducing etymologies, with all their suggestive wealth of association connected with the meaning, the power, and the actual use of language in its vernacular forms, in reading, conversation, composition, or public address. To all, therefore, who would become skilful teachers, even of our English tongue, we would hold up the study of the ancient languages as a most desirable part of their personal training and accomplishments."

Mr. Russell naturally and honestly adds:—

"In one department of education, long neglected in seminaries of every rank, but now receiving something of its due share of attention,—*elocution*, as comprising the exercises of reading and speaking,—our instructions and training will be conducted with regard not only to its demands as an indispensable part of practical and useful culture, but in its connections with eloquence and

poetry, as one of the most effectual modes of æsthetic discipline for taste and imagination, and as at once the most accessible and most attractive of all the fine arts. Propriety and grace of utterance are to no class of persons more important than to teachers, and to none more becoming than to those from whose lips children first imbibe the accents of their native tongue, and whose impressive and eloquent reading of the choicest passages of our own literature, has the power to render the parlor more attractive than the theatre or the lecture-room.

"As one great means conducive to such results, the appropriate *recitation of poetry* will receive a proportionate attention. We shall feel desirous of awakening an active interest in this branch of mental and physical cultivation, which exerts so powerful an influence on habit and manner, not less than on taste. To teachers of both sexes we suggest it as a most important part of their personal training, not less than that of their pupils."

Upon the subject of penmanship now so very much neglected in many schools, Mr. Russell very justly says:—

"The use of the pen, like that of the pencil, trains the mind to exactness, to neatness and grace, or tends to degrade and corrupt the taste, by slovenly and awkward habit, or to pervert it by extravagance and glaring display. The process of learning to write is a most effectual training for the formation of either a true or a false style of expression in all other forms. The tendency to accuracy of habit, to propriety of manner, to the love of genuine beauty, may be most effectually cherished and confirmed by the judicious and tasteful teacher of penmanship, who communicates to his pupils the principles which govern his own style. The opposite picture we need not present."

The study of logic, "not in its scholastic forms, but in its application to the processes of thought," is thus commended:—

"There is no class of human beings to which a logical use of the mind can be deemed unimportant. But to the teacher it is the very condition of success in his hourly task of guiding the minds intrusted to his care. Teachers need nothing so much as a preparatory discipline in practical logic, by which to guide their own minds not less than those of their pupils. So great is our present deficiency in this direction, that, at our professional meet-

ings, in teachers' institutes, scarcely an individual can be found who can state in clear, correct terms what a definition itself is, what a proposition, what a strictly logical argument, what the difference between the processes of induction and deduction, or even what analogy is; a thorough understanding of all which is indispensable to the distinct perception, not merely of the true character of a train of thought, but of the grammatical construction of a sentence, in virtue of the form of thought which it embodies."

"One object of assiduous attention, in this connection, will always be the training of our students to *correctness and fluency of expression.* The teacher's main office is to talk, that he may teach; and the prevalent neglect of adequate training in the actual use of language leaves most young persons, even those who are otherwise well educated, in a state of embarrassment when attempting to meet the customary demands for explanation and illustration to which a teacher is daily and hourly subjected.

"Two things are indispensable to the teacher who would be successful in his vocation. He must train himself to think with clearness, exactness, and despatch, and to express his thoughts with accuracy, perspicuity, and fluency. If to these prime requisites he can add the felicity of illustration which a poetic culture of the imagination will not fail to furnish, nothing will be wanting to constitute him one of the highest intellectual agents — an eloquent, a consummate teacher."

There is very much more which we should be glad to quote, but we must end with —

"A gem from that ancient mine, the 'golden soul' of Plato. 'Man cannot propose a higher and holier object for his study than education, and all that pertains to education.' Add a corollary from the noble-minded Niebuhr. 'The office of an instructor of youth is a most honorable one, and one of the happiest callings in life, to a noble heart, despite all the evils which mar its ideal beauty.'"

"It was Mr. Russell's custom," as we learn from a lady who was his constant pupil at Lancaster, "to devote the first half hour of school, every morning, to devotional exercises and moral instruction. His scholars were much impressed with the beauty

and appropriateness of the 'moral lessons,' as they were called, and often took notes of them. Later, his scholars, when teaching, pursued the same plan of instruction, esteeming it the surest way of elevating the minds of their pupils, and inspiring them to duty."

We thus see what a noble, elevated, and adequate idea Mr. Russell had of what a teacher should be, and what admirable qualifications he exhibited for the office of forming one.

As a friend, Mr. Russell was genial, warm-hearted, and sincere. He was familiarly acquainted with the best portions of English literature, kept up an acquaintance with the current reading and news of the day, and was most suggestive, agreeable, and instructive in conversation, for which he had a singular talent. He had all the genial qualities which make a good friend, and a kindness and natural warmth which won the confidence and affection of his pupils; all of whom remember him with the greatest interest and respect.

G. B. E.

NOTE. — Besides his contributions to nearly all the journals of education, Mr. Russell published more than thirty volumes of lectures and addresses of great value, a list of which is given in Article IX, in the March number of the "American Journal of Education," from which so large a part of the present article is taken.

BREAKING THE CHILD'S WILL. — "No art is so useful in the management of young children (nor is any art so much neglected) as that of *avoiding direct collision*. The grand blunder which almost all parents and nurse-maids commit is, that when the child takes up a whim against doing what he is wanted to do, — will not eat his bread-and-butter, will not go out, will not come to lessons, etc., — they, so to speak, lay hold of his hind leg, and drag him to his duties; whereas a person of tact can almost always *distract the child's attention from its own obstinacy*, and in a few moments lead it gently round to submission. I know that many persons would think it wrong not to break down the child's self-will by main force, to come to battle with it, and show him that he is the weaker vessel; but my conviction is that such struggles only tend to make his self-will more robust. If you can skilfully contrive to lay the dispute aside for a few minutes, and hitch his thoughts off the excitement of the contest, ten to one he will then give in quite cheerfully; and this is far better for him than tears and punishment. It is just the same with s."

RESIDENT EDITOR'S DEPARTMENT

PICTURES AS AN AID TO NATURAL HISTORY.

"Teaching natural history by pictures is no better and no worse than by a book. . . . A picture cannot furnish opportunity for that exact observation which must underlie precise definition and correct classification. It may help to impress a statement in words, but this is all. Think of building up a science of human physiology from the study of a manikin!" — *Mass. Teacher, Nov.* 1873.

NOTHING is of greater importance to the teacher's success, and to the welfare of those to be taught, than that the instructor possess a clear understanding of the nature of the work to be performed, of the objects to be accomplished, and the materials to be employed during the processes of teaching. The theoretical pedagogue may tell us that the nature of the work consists in subjecting the pupils to long and severe efforts of minute and repeated observation upon matters not easily perceived, under the supposition that drill and discipline constitute the chief ends of all teaching, regardless alike of the pain or pleasure which it affords the learner. A Spartan-imitating teacher might declare that the object to be accomplished is to impart alone that knowledge most useful to the man. The professor in some department of science may assert that training the pupils *to discover* facts pertaining to nature comprises the chief material to be employed in teaching. And yet there appears a new master who tells us that the true plan for school-work is to make children scientific; and that the only means for securing this end is to throw away books and pictures, because they tend in the direction of "superstition, fanaticism, humbuggery, scandel-mongering, demagogism, — vitiating politics, social reform, and religions." Then he would have the pupils learn nothing about all that vast multitude of objects, animals, productions, natural scenery, which they cannot find within the bounds of the city or hamlet in which they chance to reside, because no "testimony of others' must be received "without verifying it by personal observation." He would have the teacher proceed according to the manner of building up a science Has it yet been ascertained that the plans by which the sciences were built up constitute the best modes for teaching them? When it is remembered that the carrying out of those plans required the combined results of the labors of many individuals, whose patient observations and careful researches were continued through a long series of years, insurmountable difficulties appear in the way of introducing these as models of teaching. Life is too brief, the fields of observation are too extended, the subjects to be studied are too numerous, and the researches necessary to verify each supposed fact would become too protracted for the period allowed for school instruction. No one

can complain of a scientist for spending six months in studying the structure and observing the habits of a grasshopper or a mosquito; but can our pupils afford to devote time in that proportion to each necessary subject of school instruction?

'In view of these obstacles it cannot be claimed that such a system would be available in common schools, or even in the best of high schools.

No sane person would assert that any department of the science of natural history could be built up by the study of manikins, models, pictures, diagrams, etc., but it by no means follows that these are not *available instruments* for successfully teaching a science after it has been built up.

The intelligent teacher naturally seeks the best aids for each subject of instruction. But he accepts and uses the best that can be procured. The study of zoölogy could not be supplied with other aids so completely adapted to its purpose as by a favorable opportunity to see each animal in its native haunts, to watch its movements, observe its habits, its food, and to study its structure. But the remembrance of the long series of years spent by Audubon away from his home in studying the habits of the animals found in that part of North America included within the United States alone, and also the fact that multitudes of other animals inhabit the jungles of Africa and Asia, and other portions of the world, remind us that such a plan is not an available one for school purposes.

Since we cannot go to the homes of these animals, let us send forth and compel them to come to us; for "the life, in animals, renders them peculiarly attractive to the young." A menagerie embracing the principal orders of animals, with individuals of several families in each order, would be an excellent aid to the study of zoölogy. But we find ourselves confronted with the fact that such aids are not attainable for the common schools.

Next in order of utility, as aids to the study of the form, structure, size, and color of animals, are their stuffed skins. But to our regret we find them to be exceedingly difficult to procure, even were the great expense no objection; but the item of cost alone "compels us to look for some other, though perhaps less effectual means of reaching the same end."

Since we can neither visit these animals in their native haunts nor give them a dwelling-place near our schools, nor are able to gather their preserved skins in our cabinets, what further means remain as aids to the study of natural history for the great mass of the children in our schools? Fortunately the writer of the extract at the commencement of this article supplies us with a gleam of hope. He says: —

"We must look for some other, though perhaps less effectual means of reaching the same end."

The order of interest to the observer is the order of value as aids to the instructor; the objects themselves; their pictorial representations; descriptions of them. Then we must next seek for pictures to aid us in reaching the end in view. It matters not that "the study of pictures is based upon faith." The study of geography has no better foundation; and neither ped-

agogues nor new masters would dispense with this subject, or with globes and maps as aids for teaching it in school.

To pictures, then, let us look as our *most available* instruments, both from practical utility and cost, for aiding us in leading children to acquire a knowledge of zoölogy.

The next inquiry may be what pictures are adapted to instruction in natural history. Children should be trained to observe those prominent characteristic resemblances which are possessed by animals of the same kind. They may be led, by the aid of pictures which are adapted to the purpose, to notice these characteristics when they meet animals possessing them. Whether the use of Prang's Natural History Series is adapted to the attainment of these ends may be at least inferred from the following extracts from the *Manual of Directions* which accompanies each set: —

"It is not intended that a knowledge of what is represented on these cards shall be considered an *end* in the system of instruction which they represent. . . . During all these Natural History lessons, the pupils should be led to *observe animals* as much as possible. . . . Request the pupils to try to see animals which possess the general characteristics of those represented. . . . At the close of the first lesson on the *cat*, request each pupil to examine a cat at home, and to notice whether it possesses each characteristic which has been pointed out in the large picture."

The three most important steps in the process of gaining knowledge are, *observation*, *comparison*, and *classification*. The plan of using Prang's Natural History Series comprises these three steps; indeed, these are the foundation of this system of instruction.

In evidence of the value of the above statements, and of the value of pictures as an aid to the study of natural history, we cite the following testimonies, and submit the case to the readers of the "Massachusetts Teacher," hoping also that each will examine these pictures for himself: —

"The child should be trained to comparison, to notice points of resemblance and difference in all objects of study. The leading points of likeness and unlikeness are happily illustrated in this series." — *Birdsey Grant Northrop, Secretary of Connecticut Board of Education.*

"I shall recommend and urge their introduction and use into all of our schools, as invaluable aids in studying Natural History." — *Dan'l Leach, Supt. Public Schools, Providence, R. I.*

"They cannot fail to lend a charm to the study of Natural History, whenever they are placed in the hands of children." — *David Beattie, Supt. Troy City Schools.*

"I cannot conceive of a plan that could render the subject more attractive to the young." — *John Hancock, Superintendent of Schools, Cincinnati, O.*

After trying the series of Natural History Cards, I am well satisfied that they answer the purpose for which they were intended, completely. Our teachers are unanimous in their praise." — *Wm. T. Harris, Supt. of Public Schools, St. Louis, Mo.*

RECEPTION OF HON. JOHN D. PHILBRICK.

HON. JOHN D. PHILBRICK'S return from an educational tour in Europe, was the occasion of a pleasant reception by the Masters of the Boston schools, at their meeting at the City Hall, Oct. 9.

Mr. Joshua Bates, of the Brimmer School, from his long acquaintance and appreciation, as well as from his eminent position and fitness, was chosen by the Masters to welcome their honored and beloved Superintendent. Mr. C. Goodwin Clark, of the Gaston School, waited upon Mr. Philbrick to the Chair, and introduced Mr. Bates as their representative.

MR. BATES'S ADDRESS.

Mr. Superintendent:

A few days since I received a note from one of our number, informing me that it was the wish of some of the Masters of our Public Schools, that I should extend congratulations to you on your safe return, and a most hearty welcome to your home, kindred, and many friends.

Perhaps, sir, it will not be inappropriate to the occasion, if I for a moment recur to some reminiscences of the past. It is now nearly thirty years since you and I commenced our labors in educational work, in adjoining districts, in this city. Thus I had an opportunity, for some years, to observe your faithfulness to duty; to study your plans of operation, your methods in discipline and instruction, and the estimation in which you were held by the Committee, parents, and the community at large.

After several years of devoted and efficient labor, you were called to another and a higher position, — to superintend the educational interests of a neighboring State. We all felt, when you left us, that we had lost one of our most faithful and energetic teachers, and at the time were assured that an influence would go with you that would reach every school district in that Commonwealth, and we were not disappointed in our expectations.

After the resignation of Mr. Bishop, as Superintendent of the Boston Schools, the question was agitated who was the best man to fill the place. Among the many gentlemen mentioned, your name stood foremost, and your nomination for Superintendent was confirmed by the School Board, and received the unanimous approval of the Masters' Association. That position has been filled these many years, with honor to yourself, with very general satisfaction to the Committee, and with the hearty good-will and approbation of the Masters.

Your position, sir, is one of the most difficult to fill in our municipal government. Committees, parents, and teachers all have their peculiar notions and plans to suggest, and if possible to carry into operation; and many of these will necessarily be antagonistic. Amidst diverse and conflicting suggestions and plans, you have managed affairs with much wisdom and discretion. Seldom has there arisen any opposition to your recommendations and ar-

rangements, and very few could have so successfully, for so many years, held the position you now hold with such general satisfaction to all concerned.

With a record so honorable as yours has been for so many years in this city, and also in your late mission abroad, permit me, sir, in the name of these Masters, who as a unit respect and esteem you, to welcome you most cordially to the city of your love, and the field of your usefulness.

We welcome you, laden with rich experiences which from time to time you will unfold to us, telling us all you have seen worthy of imitation in other fields of observation, and in what respects schools in foreign lands excel our own; thus stimulating us, I trust, to nobler efforts and a deeper interest in the great work in which we are engaged. We are glad to see you returned to us, evidently in such vigorous health, ready for renewed effort and energetic work.

Welcome, then, thrice welcome, Mr. Superintendent, to this good old city of Boston, where you have spent the most active and vigorous portion of your days. That your life may be spared for many years to labor in this vineyard, as happily and honorably as in years that have passed, is the fervent wish of these Masters here assembled, and the many friends who on every side extend to you most cordial greeting.

MR. PHILBRICK'S REPLY.

Gentlemen:

I am extremely grateful to you for this cordial welcome home, and I tender my warmest thanks for the well-chosen, friendly words which have been spoken by Mr. Bates, my co-worker and friend of many years, and no less for the approval of them which you have so unmistakably manifested.

I cannot help feeling that this is one of the most interesting and agreeable occasions of my official life, because it affords me undoubted assurance that your personal good-will, and the value you put upon my efforts to improve the condition of our schools, have increased with the years of our associated labors.

I have ever regarded your good-will and confidence as an important and even necessary means of furthering my official usefulness and success, in the position which I occupy. And I esteem myself most fortunate to have secured your friendly regard to such an extent, and to have retained it for so long a period amidst so many trying circumstances as have encompassed us. And in view of the fact, which none of you, I think, will question, that disdaining to seek to win your favorable consideration and your co-operation in carrying out my plans, by employing flattery or any unworthy motive, I have uniformly relied, for this purpose, upon appeals to your reason, and your sober, candid judgment — this cordial expression of your continued confidence and friendliness, is, I cannot but think, as creditable to you as it is gratifying and encouraging to me. It affords me great pleasure to say on this occasion, — and I say it to your credit rather than to my own, — that during the long period of the official connection which has existed between most of you and

myself, however much some among you may have at times differed from me in respect to educational ideas and measures, the harmony of our personal relations has never been for a moment disturbed. To this harmony I attribute the best part of whatever success has attended my humble efforts to promote the improvement of the Boston school system. May this harmony continue. Judging by the past, there is, it seems to me, good assurance of your continued, willing, and efficient co-operation during the remaining period of my service among you, which must inevitably be drawing to a close.

Coming fresh from the study of the best systems of popular education in the Old World, I am happy to assure you that I still think that we have great reason to be proud of our own schools. The Grand Diploma of Honor was cheerfully awarded to Boston by the International Jury at Vienna, both in consideration of the collective educational exhibition there displayed, and in consideration of the merit of our system as presented in the statistics and descriptions contained in our reports. You will be better able to estimate this distinction when I tell you it was awarded to Boston first, and was afterwards granted to no other cities except Vienna and Berlin, and to those on the motion of one of the American jurymen. I know of no other city where the school accommodations for all the children are so ample or so attractive, as they are here. In school fittings and furniture we need fear no comparison whatever. We may, too, I think, justly claim pre-eminence in respect to liberality of expenditure for the purposes of elementary education.

But while I am glad to be able to claim high credit for our system, I have returned from my foreign tour of inspection fully convinced that we have yet very much to learn of European countries, in respect to institutions of education of all grades and descriptions, from the Primary School to the University. And if we are to maintain our rank and prestige as an educating city, we must not be slow to study and profit by the lessons in educational science which the examples and the writings of foreign countries afford us. Again, tendering my heartiest thanks for this reception and for what you have done in the past to better the schools under your charge, I cherish the hope that you will all be ready to avail yourselves of every opportunity and means to carry forward the improvement of the Boston system of education.

After this reply, Mr. Philbrick proceeded to give an account of the Educational Department of the Exposition at Vienna.

DRAWING IN THE PUBLIC SCHOOLS.

DRAWING must be put into all the public schools, and must be taught in a persistent, rational, systematic, comprehensive manner. That is the rapidly-growing sentiment of thoughtful educators in every part of the country. There is scarcely a school report from any city or important town, but alludes to the great practical value of drawing; while in numerous instances, the immediate introduction of this study into the public schools is emphatically rec-

ommended. It is also urged, where something has already been done with drawing, that more and better work be done hereafter. Massachusetts is, by no means, alone in the effort to give her people a more practical education by adding an artistic element to the old literary course of the public schools.

Why this rapidly growing sentiment in favor of popular art education in the United States? Because the great industrial exhibitions of the world, from the first one at London in 1851, to the last at Vienna, show, beyond a scintilla of doubt, that such an education is a leading factor of national prosperity. Because a large class of American manufacturers have discovered that under the levelling influence of steam transportation and telegraphy, they must be completely driven from even the home market, unless they can carry to that market, in the future, more beautiful products than hitherto. Indeed, nothing is so salable as beauty. Because American artisans are learning that the more artistic the work they can do, the better the wages they can command; that, in truth, there is hardly any limit to such increase. Because they further find, in all varieties of building construction, that a knowledge only sufficient to enable them to interpret the working-drawing placed in their hands (and nearly everything is now made from a drawing) will add one third to their daily wages. Hence the increasing demand for popular instruction in drawing, which lies at the bottom of all good artisan and art education.

We have much to learn from the leading nations of Europe about the education of the people both in art and in science, but especially in art. Prof. Ware, of the Massachusetts Institute of Technology, says: —

"At the Universal Exhibition of 1851, England found herself, by general consent, almost at the bottom of the list, among all the countries of the world in respect to her art manufactures. Only the United States, among the great nations, stood below her. The first result of this discovery was the establishment of schools of art in every large town. At the Paris Exhibition of 1867, England stood among the foremost, and in some branches of manufacture distanced the most artistic nations. It was the schools of art, and the great collection of works of industrial art at the South Kensington Museum, that accomplished this result. The United States still held her place at the foot of the column."

In a handsome and compact volume, recently published by James R. Osgood & Co., entitled "Technical Education," the author, Charles B. Stetson, has collected a large amount of unimpeachable testimony from various European official sources, for the purpose of showing what should be done, and how done, in the public schools, afterwards in special schools, towards the education of the whole body of the people in practical science and practical art. The statement of Prof. Ware is sustained by the elaborate report of the French Imperial Commission, made in 1865, on technical instruction. Mr. Stetson's book contains various extracts from this report, and among them the following: —

"Drawing, with all its applications to the different industrial arts, should

be considered as the *principal* means to be employed in technical instruction. . . .

"Drawing is, in all branches of industrial art, a means so evident, so useful, and so indispensable for embodying the conceptions of the mind, for studying and fixing the forms to be given to productions, for rendering the creative idea, that there can be no need of insisting on the necessity of developing that branch of instruction which has for its object the diffusion of such an acquirement among artisans of every class. This necessity, which has long been deeply felt in France, has led to the multiplication, in the great industrial centres, of schools of art and scientific drawing, which, while offering to the national taste the means of manifesting itself, have hitherto secured to French industry a great superiority in a large portion of its manufactures.

"The Universal Exhibition of 1855, and especially that of London in 1862, have clearly shown the results which England has already obtained from the immense efforts — among others the establishment of the splendid Museum at Kensington — she has made ever since 1851, to deprive France of that superiority in the works of industrial art, which the first exhibition of 1851 had proved to be indisputable."

Such is the testimony of the eminent men who composed the French Commission. But England has learned from her twenty years of experience, that great schools of art alone, even with numerous subordinate branches, are not enough; she has learned that instruction in drawing must commence in the most elementary schools and must be made universal. To that end she is now laboring. She has also learned that the instruction must be rational, not dogmatic, otherwise the workmen will find it difficult to adapt themselves to the changing requirements of the public taste, because they have simply learned to work by "rule of thumb," and not according to principles which are equal to all emergencies.

Says Mr. J. Scott Russell, in his "Systematic Technical Education of the English People": —

"I am hopeless in the matter of educating the workingman who has grown up into manhood without education. For the most part such men are too old to learn. I have never seen but exceptionally much good come of trying to drive figures and geometrical problems and mechanical theorems, and light and shade, into the head of a full-grown workman who had failed to get a good education when young."

Such is the testimony of the builder of the Great Eastern, of the man who has, for so many years, made a special study of the best way to produce skilled, artistic, independent laborers. But if the workmen have received a suitable elementary education, then they derive the greatest benefit from the special schools of art and science. This is notably the case when the elementary education has been both literary and technical. It is, therefore, of the utmost importance that a good beginning in technical education be made even in Primary Schools, by the study of drawing and some of the natural sciences.

The official evidence, found in the "blue-books" of European governments, shows conclusively that instruction in drawing, both artistic and instrumental, should commence in elementary schools, and should be made common. In concluding the summary of their investigation, the French Imperial Commission say: —

"Among all the branches of instruction, which in different degrees, from the highest to the lowest grade, can contribute to the technical education of either sex, *drawing, in all its forms and applications, has been almost universally regarded as the one which it is most important to make common.*"

But it is not alone in England and France of European countries that we now find the governments giving so much thought to the education of workmen. They are no exceptions. We have not space to give a tithe of the abundant evidence which shows what they are doing. Here is what is said of Nuremberg: —

"There exist in Germany certain institutions, all having for their object, though differing in form, the professional training (properly so-called) of workmen. Foremost among the things taught in these schools, or classes, which are held on Sundays or evenings, always stand free-hand and linear (geometrical) drawing. In some countries, as in Würtemberg and Bavaria (Nuremberg), drawing is the especial object of these schools; and the impulse it has given to all the industries requiring that art are sufficiently striking, and so generally recognized as to render evident the usefulness and necessity of this branch of instruction.

"A glance at the immense variety of children's toys with which Nuremberg supplies the whole world, will suffice to show the progress due to this diffusion of the art of drawing. The very smallest figures, whether men or animals, are all produced with almost artistic forms; and yet all these articles are made in the cottages of the mountainous districts of the country. They find employment for the whole population, from children of tender age, as soon as they can handle a knife, to their parents; and this home manufacture, which does not interfere with field work, contributes greatly to the prosperity of a country naturally poor and sterile."

But the art instruction at Nuremberg is by no means confined to the schools mentioned. In the Primary Schools eight hours a week are devoted to drawing, and six hours in schools more advanced.

For many years the leading countries of Europe have made great and continued efforts to give the industrial classes a technical education. The first Napoleon began the work in France. To-day hardly any other matter so engrosses the attention of the different governments. They begin the instruction in the Primary Schools and carry it on through the more advanced grades; they continue it in the evening schools, Sunday schools, apprentice schools, schools of arts and trades; they promote it by popular lectures and by the establishment of industrial and art museums in the cities and principal towns; they conclude it in the great technical universities with their thousands of students.

It is but natural that progressive American educators, who keep themselves informed as to what is doing in all parts of the world, should recognize the urgent necessity of engrafting, at once, upon our public-school curriculum instruction in practical art. It is but natural that American manufacturers, finding that beautiful products command the readiest sale, that, indeed, such products alone can enable them to maintain their position even in the home market, should not only import European designers and art workmen, but should wish to see American children provided with such instruction as will make of them skilled, artistic workmen. And it is but natural that the authorities having control of the public schools, taking note of the real situation, should begin to move in the good work of adding, by suitable enactment, a just degree of art instruction to the long established literary course of the public schools. With our present common-school instruction upon which to engraft, there is no good reason why the American workman of the next generation should not be the equal in all things, and in some the superior, of his foreign competitor.

Some of the great failures which have recently occurred among manufacturers are largely or wholly due to the fact that the companies have been obliged, of late, to sell their goods below cost because of inferiority in design. Other companies manufacturing the same kind of goods, but of superior design, find no difficulty in disposing of all the goods they can produce, and at a large profit.

It is to the honor of Massachusetts and of the City of Boston that they have enlisted so heartily in the cause of popular art education. They have put their heart into the work; but that is not all: the steps already taken have not only been deliberate, but eminently judicious.

Fnding that what had been previously done was altogether inadequate to meet the demand of the times, they secured the counsel and the services of Prof. Walter Smith, who was strongly recommended by the Art and Science Department of the British government. Prof. Smith, a graduate of South Kensington, not only had had a remarkably successful experience of more than twenty years as a teacher in the best English art schools, but was familiar, from personal observation, with the work done in the best Continental art schools. He was, therefore, well qualified to give that counsel and instruction which would best serve to promote the new movement in behalf of popular art education in Massachusetts. Familiar as he was with the whole field, he could indicate, from the beginning to the end, all the steps needful to be taken, and what would be the result. The good work already accomplished fully justifies the selection of Prof. Smith.

It is already seen that popular education in practical art, at least in drawing, which constitutes its leading element, is an entirely feasible thing. The instruction required for this purpose can be successfully given by the regular teachers of the public schools; indeed, if they are supplied with suitable books and other appliances, and if the pupils are examined in this as in other studies for promotion, it can be better given by them, with only their knowl-

edge of the principles of teaching, than by expert draughtsmen who are ignorant of the teacher's art. This point having been settled by actual experience in the schools of Boston, Charlestown, and other places, there can be no doubt that instruction in drawing, so far as it bears directly upon the industrial arts, will rapidly make its way, as a required regular study, into the public schools throughout the whole country.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE twenty-ninth annual meeting of the Massachusetts Teachers' Association will be held in the High School Building, Walnut Street, Worcester, Dec. 29, 30, and 31, 1873.

The time and place of holding the annual meeting have, for many years, been the subject of earnest discussion in the meetings of the Directors of the Association. After a long discussion, it was decided by vote of the Directors, to hold the meeting of this year at the time announced, because the schools in most of the cities and larger towns will then be in vacation, and the teachers at liberty to attend the meeting. It is earnestly hoped that the school committees in all the other towns will dismiss their schools, and come with the teachers to this meeting. The Directors decided to hold the meeting at Worcester, "the heart of the commonwealth," so that the friends of education in all parts of the State may attend. Unusual railway and hotel accommodations have been secured, that the expense of attendance may be as small as possible.

The objects which the Association seeks to accomplish commend it to the personal interest of every friend of education. The association was organized for "the improvement of teachers, and the advancement of the interests of popular education," and has successfully prosecuted its work for nearly thirty years, including in its membership a large number of the most active and enterprising professional teachers and educators of the State.

No effort will be spared to make this meeting interesting and profitable. Questions in which all classes are interested have been selected. Brief essays or speeches will introduce each topic. It is hoped that every teacher will be prepared to take part in the discussions, which should be a prominent and an attractive part of the exercises. Teachers, superintendents, school committees, and all friends of education throughout the Commonwealth, are cordially invited to attend this meeting.

MONDAY, DEC. 29.

At 4.30 o'clock, P. M., the directors will hold a meeting in the Library.

At 7 o'clock, the Association will meet in the hall for business.

At 7.30, a lecture on "Normal Schools and Training Schools and their Graduates," will be given by Rev. A. D. Mayo, D. D., of Springfield.

TUESDAY MORNING.

At 9 o'clock, business meeting.

9.20: Discussion, — "Would the interests of education be promoted by increasing the relative number of male teachers in our public schools?" Introduced by A. P. Stone, superintendent of public schools, Springfield.

10.40: Lecture on "Foreign Education," by John D. Philbrick, LL. D., of Boston.

TUESDAY AFTERNOON.

HIGH SCHOOL DEPARTMENT, WILLIAM C. COLLAR, Boston, *President.*

2 o'clock: Discussion, introduced by Samuel Eliot, LL. D., of Boston, — "Should the education of Girls in our High Schools be identical with that of Boys in subjects, methods, and extent?"

3.15: Discussion, introduced by REV. JOHN BASCOM, of Williams College, — "How shall the demand for the higher education of girls be met?"

GRAMMAR SCHOOL DEPARTMENT, R. C. METCALF, East Boston, *Pres.*

2 o'clock: Discussion by Messrs. G. A. Walton, of Westfield, D. B. Hagar, of Salem, L. M. Chase, of Boston Highlands, and others. "How can a better knowledge of Arithmetic be gained in less time than is now given to the subject in our public schools?"

3.15: Discussion, by Messrs. J. W. Dickinson, of Westfield, Larkin Dunton, of Boston, and others. "How can the power of expression be developed in pupils?"

PRIMARY SCHOOL DEPARTMENT, A. P. MARBLE, WORCESTER, *President.*

2 o'clock: Discussion, — "Necessity and means of securing attention."

3.15: Discussion, — "Course of study in Primary Schools."

TUESDAY EVENING.

7.30 o'clock: Discussion of the "Half Mill School Fund," by Joseph White, LL. D., secretary of Massachusetts Board of Education.

WEDNESDAY MORNING.

At 9 o'clock, business meeting.

9.20: Discussion, introduced by W. E. Eaton, principal of Harvard School, Charlestown. "Are the pupils in our Public Schools overworked?"

9.40: Discussion, introduced by Prof. C. O. Thompson, of Worcester, — "How far should Natural History and the Physical Sciences be studied in our Grammar Schools?"

FREE RETURN TICKETS will be given, through the courtesy of the superintendents, to all members of the association who come to the Convention over the following Railroads, and their branches: Boston and Albany; Old Colony; Boston, Hartford and Erie; Fitchburg; Eastern; Boston and Maine; Boston, Lowell and Nashua; Boston and Providence; New Bedford and Taunton; Middleborough and Taunton; Boston, Clinton and Fitchburg;

Vermont and Mass.; New London and Northern; Worcester and Nashua; Norwich and Worcester; Providence and Worcester; on the Cheshire Railroad to Winchendon and stations this side. Teachers on the line of the Connecticut River Railroad can call for excursion tickets to Worcester and back, which will be furnished at half the usual rates.

Return tickets will be furnished during the sessions of Convention upon application to E. Bentley Young, Corresponding Secretary.

Board can be obtained at the Waverly House, Front Street; Lincoln House, Elm Street; Exchange House, Main Street; Waldo House, Waldo Street; at $2 a day; at the Bay State House, Main Street, at $3 a day.

ALBERT G. BOYDEN, *President.*

ALFRED BUNKER, *Secretary,*
Boston Highlands.

Trains leave Boston for Worcester on Boston and Albany Road at 7, 8.30, 10, 11, A. M.; 1.30, 3, 4.30, 5, 5.30, 9, P. M. Return 7, 9.25, 9.45, A. M.; 1.40, 3.25, 4.25, 6, 9.55, P. M.

Dec. 1873.

THE ENJOYMENT OF LIFE.—Our penury of enjoyment is to a great degree our own fault, or, at any rate, the fault of our bringers-up. Unquestionably, men might be trained so as to squeeze infinitely more sweet juice out of life than they do. Our stupid teachers do nothing but pound grammar into our heads when we are young, — a thing which can only grow up into thistles in nine minds out of ten. But were we really educated, were we trained, as we easily might be, to love the beautiful in all its thousand forms, to take delight in poetry, . . . to understand the wonders that lie around us in the construction of our own bodies, and of the air, and of the plants, and in the processes of nature; were we trained to the delightful habit of thought . . . to the habit of reading . . . to study and love works of art, whether in painting, sculpture, or building; were we trained to every kind of manly exercise, — why how much more cheerfully would our lives glide by! But your commonplace and most dull system of education, which consists of forcing the boy for years and years to learn by rote the dry anatomy of a dead tongue, is there any one of all these sources of happiness which it unseals for us? No, not one.

CHILDREN AND GIRLS. — It is curious to see how a self-willed, haughty girl, who sets her father and mother and all at defiance, and can't be managed by anybody, at once finds her master in a baby. Her sister's child will strike the rock, and set all her affections flowing.

It is not the soft, gentle girl who loves children most, or wins them most, but the girl of spirit.

INTELLIGENCE.

IT may be an unwelcome bit of intelligence, but we cannot well withhold it, and be just to our trust. Another volume of the "Massachusetts Teacher" closes with the present number.

Neither time nor expense have been spared in our effort to make the magazine the past year a credit to the educators of the State and acceptable to teachers of all grades and situations. And the gratuitous words of commendation assure us that we have succeeded, in a measure at least, in satisfying the demands of the profession at home, and commanding the respect of those abroad.

We are sure of accomplishing as much the coming year; and in addition we have facilities for improving the magazine. A word for this department. It is no easy matter to supply as much intelligence as we have done the past year. It has only been gathered by hard work. We want to do more with it the coming year. We want some teacher in every city and town in the State who will be responsible for sending us regularly all the educational news of the town.

Will *you* write us at once, offering to do it for your town? If so, you will aid personally and substantially in improving the "TEACHER."

Address A. Mudge & Son, "Intelligence," 34 School Street, Boston.

MASSACHUSETTS.

BOSTON. — *Resignations*, Harriet E. Burrill, head-assistant in the Dearborn School;

Ella L. Bird, assistant in the Winthrop; Miss E. S. Fisher, assistant in the High School.

Teachers confirmed. — Miss Martha D. Chapman, as head-assistant of the Dearborn School.

Miss Margaret Reed, as sewing teacher in the Gaston School.

Mary L. H. Gerry, as assistant in the Winthrop School.

Annie J. Stoddard, as assistant in the same school.

Amelia M. Smith, as assistant in the Lincoln School.

Messrs. Bartlett and S. C. Ward, principals, and E. Bentley Young, J. L. Frisbe, and C. Willis Damon, assistants in the evening drawing schools.

Lewis School. — Mr. Chas. F. King, sub-master in this school, sailed for Europe with his family July 1st, and returned Oct 15th.

He visited the Vienna Exhibition, and the principal places of interest on the Continent and in England. Several letters, describing some of the scenes he witnessed, have appeared in the Boston "Journal." From his experiences, Mr. King has prepared a lecture, entitled "Characteristics of Other Folks."

Miss E. J. Kelley, after five years of successful service in the Dwight School, has resigned her position, to take effect Nov. 10th.

Miss Martha C. Gerry resigned her place as assistant, at the close of the last school year, and has gone with her father, one of our prominent artists, to Europe for a year or two of art study. She spent the summer in Switzerland, and they have settled in Paris for the winter.

Miss Lizzie Gerry, late a teacher in Brookline, has been appointed in her place.

Ward XIX. — The schools have been partly reorganized to put them on the same basis as in the older parts of the city. Those schools, heretofore known as Intermediate, are now united with the

Grammar Schools, as the fifth and sixth classes, thus adding to the duties of the principals.

Salaries have been fixed to conform, in some measure, to the new state of things, as follows: principal of High School, $2,700; first assistant, $1,200; second do., $1,000; principals of Grammar Schools, $2,400; assistants generally, from $600 to $800; primary teachers, $500.

Bennett School.— Miss Sarah P. Morrill, who has changed her name, is succeeded in the second class by Miss Catherine D. Russell, of Kingston.

Miss Anna Leach, of North Bridgewater, takes charge of the third class, following Miss Annie H. Delano.

Miss Melissa Abbott, of Vermont, is also appointed assistant in the same school.

Miss Chesley, a graduate of the Boston Normal School, has charge of a division of the third and fourth classes temporarily located in Mason's Hall.

Harvard School. — Miss Clara Hooker, a graduate of the class of 1873, Boston Normal School, takes charge of the second class.——In the Kindergarten department of the Everett Primary, Miss Pollock, who had a louder call to Washington, is succeeded by Miss Lizzie W. Gibbs.——Miss Anna M. Farrington, also a graduate of the last class, Boston Normal School, assists in the fifth and sixth classes at North Brighton, now a part of the Harvard School District, and also in the Primary department.—— Miss Edwards has a similar position in that part of the Bennett School colonized in the High School building, assisting both in the Grammar and Primary classes.

The inconvenience caused by the crowded state of the Bennett School will soon be remedied by the completion of a new $50,000 building, with six rooms and a hall, built on a novel and very convenient plan, having three rooms on a floor, with suitable provisions for master's office and teachers' rooms, wardrobes, play-rooms in basement, etc. J. F. Ober, Esq, is the architect.

CHARLESTOWN. — A native French teacher is to be employed in the High School.——The superintendent read his semi-annual report at the last meeting of the School Committee, from which it appears that the schools generally are in good condition, and that a spirit of progress exists among the teachers. Charlestown has done much in the introduction of drawing into her schools; and the merits of the drawing master, Prof. Lucas Baker, have secured him a professorship in the Normal Art School.

CAMBRIDGE.— Charlotte A. Brown is appointed as assistant in the Putnam School. Eliza M. Huzzy in the same school. Emma Knights in the Gore School. —— Dr. A. C. Smith is to teach penmanship in the Primary Schools the remainder of the year.——Anna W. Averill, of the Thorndike School, has leave of absence for two months, because of sickness. —— The salaries of the female assistants in the High School is to be increased two hundred dollars each. The other female assistants are to be divided into two grades, receiving $900 and $1,000 respectively. The committee failed to elect a superintendent.

CHELSEA. — Miss Lydia Whiting was elected head-assistant in the Williams School.——Miss M. Estella Weston has been a successful teacher in the Williams School for five years, and on the first of November resigned to prepare for other duties. —— Miss Nickles, a successful teacher of Revere, has been elected to fill the vacancy.—— Eli Veazie is appointed truant officer under the new law.—— Mrs. H. L. Weaver is elected as teacher in the Carter School.——Miss M. R. Baker, as teacher in the Central Avenue Primary School. —— Miss Emily P. Rudd, as teacher in the Carterville Primary School. —— Miss Mary W. Whiting as assistant in the Williams Grammar School.—— Miss Addie E. Merrill in the Carter Grammar School. —— Chelsea has de-

cided to appoint a Superintendent of Schools.

WOBURN. — The progressive committee of this thriving town are always abreast the most advance movements of the day. Their last step was a most gratifying evidence of the wholesome influence of the superintendent. The committee have availed themselves of the law passed by the last Legislature, and voted to supply all the school text-books used in the town. We believe this is the first town that has succeeded in passing such a vote.

FARM SCHOOL ON THOMPSON'S ISLAND. — Mr. A. H. Powers, who has been at the head of the school since Mr. Frank A. Morse left, has resigned, and is to teach in Bridgewater.—— Mr. Louis H. Decker has been promoted to the principalship of the school, and Mr. Walter Hoxie succeeds Mr. D. as assistant. This school has been the nursery of some of the best teachers of the State.—— Several Boston teachers served an apprenticeship as teachers on the Island. Superintendent Morse is a capital man to work under.

SOMERVILLE. — The Committee have asked the City Council for additional school accommodations in the Prescott School District. —— Miss Clara Bagley has been elected a teacher in the Edgerly School. —— Miss Ellen F. Crocker has been substituting in the Lincoln and Prescott Schools.

NORTH BRIDGEWATER. — This town is rising in the scale of educational towns. The superintendent, Rev. C. Wood, gives all his time to the supervision of the schools; and E. Parker, Jr., of the High School, continues a popular and efficient teacher, giving character to all the schools. J. J. Prentiss has recently been appointed principal of the South School.

WEST BRIDGEWATER has tried the economical plan of paying no teacher, with a single exception, more than eight dollars a week; and the experiment has pretty thoroughly *tried* the committee, parents, and pupils.

READING. — The Preparatory High school is obtaining money to purchase a library by a series of entertainments. —— Miss Addie Howes is appointed assistant in the Centre Grammar School.

TAUNTON. — The Evening Drawing and Factory Schools were reopened for the winter on the second Monday in November, under the supervision of Dr. Waterman, Superintendent of Schools. The committee were fortunate in securing the services of Mr. J. T. Meats as principal of the Industrial Drawing School. His associate teachers are Messrs. J. F. Park, G. B. Wilson, W. R. Billings, F. W. Dean, S. E. Tinkham. The school numbers two hundred students, and is taught four evenings per week.—— Evening schools are opened at the centre of the city and at the Weir village.

Resignations. — Miss Louisa L. Bassett, for several years the able assistant to the principal of the Cohasset Grammar School, Miss Annie H. Presbrey, of the Plain School, Miss Mary Caswell, of the Weir Intermediate School, to go to Ann Arbor, Michigan.

Appointments. — Miss Ellen F. Leach fills the vacancy caused by the resignation of Miss Bassett.——Miss Ellen F. Rhodes takes Miss Leach's place in the fourth grammar class of the Cohannet School.—— Miss Mary W. Macomber is appointed as principal of the School-street School.—— Rev. Stephen M. Newman and Mr. Joseph Dean have been elected to fill the vacancies in the School Committee caused by the resignation of Rev. Geo. D. Miles and Miss E. F. Padelford.

OUR EXCHANGES.

"THE CHRISTIAN UNION" continues its welcome visits. Every reader of this independent Christian paper can but admire its independence, liberality, and breadth. James Freeman Clarke, Leonard Bacon, Harriet Beecher Stowe, J. S. C. Abbott, Geo. H. Hepworth, and a host of other writers say their best things through its pages.

"THE ILLINOIS SCHOOLMASTER" presents a readable number for November.

"THE CONNECTICUT SCHOOL JOURNAL" is as good as ever.

"THE AMERICAN JOURNAL OF EDUCATION" has an actual circulation of twelve thousand copies monthly; it needs no better recommendation. The editor has a way of putting things that make them readable.

"THE MAINE JOURNAL OF EDUCATION" has a capital article on free text-books.

"THE CALIFORNIA TEACHER" devotes the number to the report of the Superintendent.

"THE NATIONAL NORMAL" says some true things sharply concerning "College Teaching *versus* College Professors." Such articles are needed in many departments of education.

"THE MICHIGAN TEACHER" prints one of our best articles, giving due credit.

"THE COMMONWEALTH" is Boston's standard in matters of statesmanship. Not that Mr. Slack directs or controls public sentiment directly, but in his cool-headed way he gives us, as a rule, the political views which the disinterested accept. We have read no better editorial on "The Virginius Affair" than his of Nov. 15th.

"THE INDIANA TEACHER" improves steadily. The November number is capital.

"THE R. I. SCHOOLMASTER" presents some capital things in "Notes from the School-room."

"THE NATIONAL TEACHER" says some good things editorially concerning "class drill in oral spelling."

"THE PENNSYLVANIA SCHOOL JOURNAL" says some of the best things on Normal Schools that we have yet read. Mr. Wickersham pleads for a sufficient number of Normal Schools to supply all the Schools of the State. *A Normal school is incomplete without a Model school*; it is like learning to swim without going into the water.

BOOKS.

A SCHOOL MANUAL OF ENGLISH ETYMOLOGY AND TEXT-BOOK DERIVATIONS, PREFIXES, AND SUFFIXES. With numerous exercises for the use of schools. By Epes Sargent. Published by J. H. Butler & Co., Philadelphia.

At the present time, when teachers in our High Schools, at least, are trying to teach something of English etymology, no book is more wanted than a systematic treatise on this interesting subject, adapted to use in the school-room. Trench and Marsh have done much to interest teachers in etymology; but their works, not being intended for the school-room, have lacked the system which such adaptation involves.

Mr. Sargent has made a school-book, well arranged, and containing almost everything necessary to a complete etymological analysis of English. Even persons unacquainted with Latin, Greek, Anglo-Saxon, etc., will be greatly aided by this book, and may obtain from it such a knowledge of the language as our popular grammars do not even aim at. Every teacher, whether of a High or Grammar School, should have it; and it is conveniently arranged for a text-book in our High Schools.

We have received from Scribner & Co., New York, the "St. Nicholas," an Illustrated Magazine for Girls and Boys, conducted by Mary Mapes Dodge. If the first number is a fair specimen of what this magazine is to be, we do not hesitate to say that it will soon be found in every household where there are girls and boys of any age. It presents a beautiful appearance. The illustrations are superb; and the reading matter is such as girls and boys like, and such as we like to have them read. The only way to get rid of the miserable trash that our girls and boys devour, is to give them something that improves their taste. When a boy has had good ripe fruit, he

seldom relishes green fruit and crab apples.

THE STORY OF GOETHE'S LIFE. By Geo. Henry Lewes. Abridged from his "Life and Works of Goethe." Published by James R. Osgood & Co.

It was a shrewd suggestion of the publisher to Mr. Lewes, to make this abridgment, as it will find its way where the "Life and Works of Goethe" would not lead, but will be pretty sure to follow. The Life of Goethe has long been recognized as one of the very best biographies in the language; and now, being divested of the criticism upon works "written in a foreign language, and but partially accessible through translations," it will be read by every intelligent man or woman who wishes to know something of the characteristics, and the prominent events in the career, of the German Shakespeare.

FIRST SERIES IN MUSIC: A course of instruction prepared for the use of schools. Fourth Book. By Geo. B. Loomis. Published by Ivison, Blakeman, Taylor & Co.

This is a neat little volume, constituting the fourth of a series, designed for Primary and Grammar Schools. We have not seen the other numbers; but, judging from this, it seems to have been prepared with good judgment and good taste. The music, though not difficult, is of a high order; and the author has judiciously discarded the senseless doggerel which disfigures so many of our juvenile singing books.

LITERARY AND SOCIAL JUDGMENTS. By W. R. Greg. Published by James R. Osgood & Co.

Those who have read the "Enigmas of Life," will require nothing to induce them to add to their collection "Literary and Social Judgments," by the same author.

The first article, on Madame De Staël, at once arrests the attention, and holds it, and introduces us almost into the immediate presence of some of the most distinguished individuals and interesting events of her time. The clearness of the author's style, without any exaggerated straining for effect, gives us a perfect picture of the characters and scenes delineated. Then follows an article of great value, in which, in the language of the "Nation," "he has endeavored to bring back the thoughts of the world" to some of the social problems, which, in most minds, seem to be settled, but the present solution of which is not satisfactory. The whole book will commend itself to thoughtful readers by its choice of subjects, its style, and the candor and discrimination of its literary and personal judgments.

INTRODUCTION TO ENGLISH GRAMMAR. An Easy Method for Beginners. By Harriet S. Long. Published by J. B. Lippincott & Co.

This book possesses one merit, at least, — it is small. The author "lays no claim to novelty." She simply tries to divest grammar of much that makes it distasteful.

It is not precisely the system that we should recommend to teach children "to speak and write the English Language correctly."

If the object is to teach pupils to *parse*, we think it well adapted to that purpose.

The descriptions — we can hardly call them definitions — are brief, and illustrated by easy examples; and the pupils are not confused by the introduction of difficult combinations.

Then the catechetical form makes it more attractive to the young.

If it is desirable to teach the technicalities of grammar to young children, we think this book will be found very convenient.

THE PAYSON, DUNTON, AND SCRIBNER MANUAL OF PENMANSHIP. Published by Woolworth, Ainsworth & Co.

This is a complete manual for the teacher of penmanship, containing suggestions on the manner of teaching, position, movement, pen holding, and whatever can aid the teacher and the pupil.

DOING HIS BEST. By J. T. Trowbridge. With Illustrations. Published by James R. Osgood & Co.

This is an excellent boy's book, with a strong flavor of the country, and of the old district schools. It presents a vivid picture of the scenes through which Jack Hazard passed, sketched by one who has not forgotten that he was once a boy. Being "touched with the infirmities" and peculiarities of boyhood, Mr. Trowbridge secures the unfaltering interest of his readers. It will have a great sale at Christmas.

TROTTY'S WEDDING TOUR AND STORY BOOK. By Elizabeth Stuart Phelps. With numerous Illustrations. Published by James R. Osgood & Co.

It is enough to say by whom this beautiful book was written, to enlist the at-

tention of all in search of a good healthy book for children. The publishers will receive the thanks of the boys and girls for the charming style in which they have issued it.

OXFORD'S SENIOR SPEAKER. A collection of exercises in declamation, recitation, and representation — for advanced classes. With ninety portraits and illustrations. By Wm. Oxford. Published by J. H. Butler & Co., Philadelphia.

This book contains an excellent selection for elocutionary practice, from the greatest orators and best writers. Almost every species of literature is represented; and the selections, whether of prose or poetry, seem to be judicious and in good taste.

The dialogues will be found interesting; and reading and speaking them will, we think, do more for "expression," including inflexion, emphasis, and quality of voice, than any definite rules. The book, we doubt not, will be a favorite in our High and Grammar Schools.

THE AMERICAN EDUCATIONAL READER No. 5. Arranged and graded for the use of schools. Published by Ivison, Blakeman, Taylor & Co., New York and Chicago.

We have already spoken of the first four numbers of this series, and this contains all the characteristics of those numbers. The selections are fresh, from the best works of our best authors, and well adapted to the wants of the schoolroom.

The illustrations are very fine, and must be a great aid to the imagination of pupils, without which there can be no good reading.

They help the pupil to see, "in his mind's eye," the scenes described. We regard pictures, when they are really *illustrations* of the text, as of great educational value.

MARJORIE DAW, AND OTHER PEOPLE. By T. B. Aldrich. Published by James R. Osgood & Co.

If Mr. Aldrich had written nothing else but Marjorie Daw, his reputation would have been secure. He is acknowledged to be the prince of story-tellers; but he is more than this. Marjorie has taken her place among the creations of genius; and, notwithstanding her brief earthly existence, she will appear among the "Noted Names of Fiction" in Webster's Dictionary.

The "Other People" are all interesting and delightful in their way, but Marjorie is our favorite.

EDUCATION ABROAD, AND OTHER PAPERS. By Birdsey Grant Northrop, LL. D., Sec'y of Connecticut Board of Education. Published by A. S. Barnes & Co.

About half of this book consists of the article by Dr. Northrop, on the question of "The Education of American Youth Abroad," and the opinions of most of the leading educators of our country on the subject. It is a valuable contribution to our educational literature, and seems to us exhaustive and unanswerable. The other questions discussed are all of them practical, and discussed with ability.

KINDERGARTEN CULTURE. For the use of mothers and teachers. By W. N. Hailman, A. M. Published by Wilson & Hinkle.

Every teacher, of whatever grade of schools, will be benefited by an acquaintance with Froebel's system. It is true his methods are chiefly adapted to a system of schools that do not exist in our public school course. It most nearly approaches our primary school system; but the question is still an open one, whether it shall constitute a new grade below the present primary, or supplant the earlier part of the primary course, and modify that of the more advanced. We confess to a doubt, ourself, on this point; but we have no doubt that Froebel's principles will do much to leaven the whole primary and grammar school course. Its fundamental principle, "doing" before "knowing," and as a necessary antecedent of knowing is not new, — the Great Teacher announced it, — but it is a principle that teachers are so prone to forget, that it needs to be stated anew every generation, and even then startles many a teacher as an original idea. We remember, ourself, when young, being struck with the terse statement of one of our best thinkers, that "Only so much do I *know* as I *live*." This fundamental principle, with its multitudinous applications and adaptations to a full development, we take to be the spirit of Froebel's system. The book before us will be found interesting and valuable, as showing some of the earlier methods of applying this principle in education. All teachers may learn much by a careful perusal of this book; and primary teachers especially will find much in its methods of practical value.

SEX IN EDUCATION; OR, A FAIR CHANCE FOR THE GIRLS. By Edward H. Clarke, M. D. Published by James R. Osgood & Co.

We think this not only the most important contribution to the vexed question of "the relation of sex to education," but one which, unless the Doctor's physiology is at fault, must lead to some modification of the High School course, and become an important element in the question of the co-education of the sexes in our colleges. The author leaves the beaten track, which has been travelled over again and again, of the intellectual ability of girls to compete with boys, even in the college course; admits, in fact, that they can, but insists on purely physiological grounds, that it cannot be done *in the same way*, without doing violence to an important function of females, at the most critical period of their lives, and often entailing upon them a life of disease and pain.

The male organization, he assures us, is adapted to constant effort and persistence; while in the female there is a periodicity that calls for occasional relaxation, which cannot be violated with impunity. While, therefore, the Doctor admits that the girls can compete successfully with the boys, he denies that this can be done safely in schools similarly organized, and organized for the regular, unremitting, persistent effort adapted to the male sex.

TECHNICAL EDUCATION: What it is, and what American Public Schools should teach. An essay, based on an examination of the methods and results of Technical Education in Europe, as shown by official reports. By Charles B. Stetson. Published by James R. Osgood & Co.

The appearance of this book is most opportune. The matters discussed in the essay, and the "official reports," from which Mr. Stetson has quoted largely, pertain to that department of education to which all eyes are now turned.

We know of no source from which one can get anything like the information on industrial education in Europe, that Mr. Stetson has given us. The essay is valuable for its suggestions in reference to our wants in this regard. Mr. S. is a gentleman of ability, and of much experience as an educator.

In this work, he has gathered facts relating to industrial education in Europe, giving us the benefit of their experiments, of the failure or success of methods which have been tried in all their schools for the promotion of popular education. The reports cover the whole field, from the Primary to the more advanced,— the Sunday schools, the apprentice schools, the schools of arts and trades, popular lectures, and museums, detailing the methods of instruction in each, with apparently candid statements of failure and success.

PLAYS OF SHAKESPEARE. Selected and prepared for use in Schools, Clubs, Classes, and Families. With Introduction and notes. By the Rev. Henry N. Hudson. Vol. III. Boston: Ginn Brothers.

The plays contained in this volume are, "A Midsummer Night's Dream," "Much Ado About Nothing," "King Henry VIII," "Romeo and Juliet," "Cymbeline," "Coriolanus," and "Othello."

The first two volumes of "Hudson's School Shakespeare" have already been noticed in the "Teacher." Not much need be said about the third volume, which is prepared on the same plan as the others. We should not, however, be doing justice to our high appreciation of the value of Mr. Hudson's labors in the field of Shakesperian annotation and criticism if we did not take this occasion to call renewed attention to his works. For class or club use, we prefer them to any others. The notes are all good, judiciously selected, and helpful to the student; and further, they are on the same page with the text, the place where they will do the most good. The text has been carefully pruned, so that it may be used in mixed classes without giving offence to the most delicate sensitiveness. The introductory remarks to each play are just what is needed to introduce the reader to the *dramatis personæ*, and give him an idea of the plot and its development. Great good would result from a more general study of Shakespeare in schools; and Mr. H. has earned the thanks of all educators by what he has done towards making the study general and popular.

THE VOICE, AND HOW TO USE IT. By W. H. Daniell. Boston: James R. Osgood & Co. 1873.

This is a very good book upon a subject of importance to teachers, — not merely teachers of singing, but teachers of reading and speaking as well, who certainly ought to be well acquainted with the laws that govern the action of the

vocal organs in the production of articulate speech and musical sounds. How to make the proper sounds, and how to avoid or correct the common vices of vocal utterance, are subjects that probably receive much less attention in common schools than those that relate simply to notation and expression. Articulation commonly gets a fair share of attention in the reading exercises, but is too much neglected in singing. It often seems to be tacitly assumed that the teacher of elocution and the teacher of singing have entirely distinct and separate functions. Of course reading words and sentences is a very different thing from reading musical notation; but the culture of the voice as an instrument should proceed on the same general principles, whatever be the end in view. This fact is rightly emphasized in the book before us. The author deals chiefly in his discussions with singing and singers, but much that he says is of equal concern to the reader and the speaker. The following sentence in italics will indicate what his fundamental theory is: "*Singing and speaking are, or should be, identical.*" A teacher of the voice, who follows out that theory, is no more a teacher of singing than of reading. He lays the foundation which either the elocutionist or the musician may build upon.

In the form of a dialogue between teacher and pupil, Mr. Daniell gives a good deal of valuable information regarding the various methods of training the voice, and says a good many sensible things about them. Among the subjects treated of, we take from the table of contents the following: "Method," "Register," "Cause of tremolo," "Articulation all-important," "Singing out of time," "All can become singers." On the much disputed question of register or no register, our author occupies a middle ground; and herein, as we think, he does wisely. He recognizes the fact, which none can successfully dispute, that there is in every voice a point where, in ascending the scale, a decided change is noticeable in the position of the organs. He then describes very clearly what, in his opinion, is the true method of surmounting the difficulty arising from the change of register (or whatever else it may be called). The chapter on articulation is short, but highly important. We wish every singer, professional or non-professional, might read and profit by it.

This little volume does not claim to be a scientific treatise. Technicalities are avoided as much as possible. Yet the author clearly shows his complete mastery of the subject. We can assure our readers that the book is well worth reading.

MONROE'S FIRST AND SECOND SCHOOL READERS. By Prof. Lewis B. Monroe. Published by Cowperthwait & Co., Philadelphia.

These books are prepared by one who has had experience in almost every department of education in the cultivation of the voice and elocution proper. They are made most attractive by profuse and beautiful illustrations; and the manner of using them is suggested by the author in such a way as to render essential aid to teachers. The lessons are such as will be interesting to children, and such as they will easily be taught to read with a natural and pleasing intonation. If they continue the use of this series of readers, they can hardly fall into the monotonous style which characterizes the reading of those who are drilled upon what they don't understand, and have, therefore, no interest in.

BOOKS RECEIVED.

ARTISTS AND ARABS; OR SKETCHING IN SUNSHINE. By Henry Blackburn. With humorous illustrations. Published by James R. Osgood & Co.

POPULAR SCIENCE MONTHLY. Conducted by E. L. Youmans. Published by D. Appleton & Co.

SPENCERIAN SYSTEM OF PENMANSHIP. Published by Ivison, Blakeman, Taylor & Co.

FIVE WEEKS IN A BALLOON. By Jules Verne. Published by James R. Osgood & Co.

AN ELEMENTARY ALGEBRA. By D. B. Hagar, PH. D. Published by Cowperthwait & Co., Philadelphia.

LIPPINCOTT'S and Scribner's Magazines, Old and New, and the Atlantic Monthly are received, and are without exception excellent numbers of excellent periodicals.

TROWBRIDGE is "Doing his Best" in "Our Young Folks"; and other writers are doing the same, making most attractive reading for the boys and girls.

THE TEMPERANCE DRAMA: A Series of Dramas, Comedies, and Farces, for Temperance Exhibitions, and Home and School Entertainment. By George M. Baker. Published by Lee, Shepard & Co.

SURVEYING AND NAVIGATION, with a Preliminary Treatise on Trigonometry and Mensuration. By A. Schuyler, M. A. Published by Wilson, Hinkle & Co.

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